REPORT

ON

PUBLIC INSTRUCTION

IN

COORG

FOR THE YEAR 1867–68

BANGALORE

MYSORE GOVERNMENT PRESS

1868

PRINTED AND PUBLISHED
BY J P GARRETT, SUPT, MYSORE GOVT PRESS, BANGALORE
1868.

OFFICE OF THE DIRECTOR OF PUBLIC INSTRUCTION,
BANGALORE, 30*th May* 1868.

From

THE OFFICIATING DIRECTOR OF
PUBLIC INSTRUCTION.

To

THE SECRETARY TO THE
COMMISSIONER OF COORG

SIR,

I have the honor to submit a report on Public Instruction in the Province of Coorg for the official year 1867—68.

Number of Schools.

2. The Government educational institutions of Coorg now consist of a Central school at Mercara, and of 23 nàd schools established in the sub-divisions of the talooks. Only one private school receives a grant-in-aid.

Number of Pupils.

3. At the end of the year the number of pupils in all the schools put together was 1054, of whom 680 are Coorgs. The proportion of girls is not stated in the returns.

Plan of Report.

4. Following the form prescribed for the educational report, I have given information regarding the various schools under the heads which follow.

I. Controlling agencies.

Inspecting officers.

5. The Inspector of the Mysore First Circle examines the Mercara Central School; all the other Coorg schools are inspected by the Principal of that institution.

III General Financial Statistics

6. The following is a statement of the actual expenditure for the past year.

CHARGES.	Expenditure during 1867—68. From Imperial Funds.	From Local Funds.
Direction with its subsidiary charges	0	0
Inspection with its subsidiary charges...	1,200	0
Instruction (including all educational expenditure not coming under the above heads.)	9,124	185
Total.....	10,321	185

7. The expenses of instruction may be apportioned as follows.

DESCRIPTION OF SCHOOLS.	Government. From Imperial Funds	Government. From other sources.	Grant-in-aid From Imperial Funds.	Grant-in-aid From other sources.
Central School	6,662	185	0	0
Lower Class schools ...	2,342	0	120	120
Total.....	9,001	185	120	120

IV. Government Schools.

8. *Mercara Central School.*—This is the chief school in Coorg. It was established originally by the German Missionaries, and though now a Government school, it still continues under the charge of one. His principal assistant is also a German.

9. No change of importance was made in the course of study during the year. The progress of the first class was somewhat hindered owing to the Principal's time being much taken up with the new school buildings. Among the subordinate masters, one died and another left. These losses have told unfavorably on certain of the lower classes. The number of pupils on the rolls however has increased by 17, due to a larger attendance of boys from the Mercara petta. The Hindustani scholars on the other hand have been so irregular that the class established for their benefit will have to be discontinued.

10. The school was inspected in November. The report on the examination then held will be found in the appendix, where also have been included some extracts from the Principal's report read at the public anniversary, and a description of the school feast given on that occasion.

11. It is intended that the curriculum for the future shall approximate more nearly to the university course pursued in Government schools of the higher class. This will doubtless have a beneficial effect.

12. The premises will eventually consist of the Central School, a boys' boarding school, a girls' boarding school and the master's house. Of these the boys' boarding school and the master's house are finished. The former is at present used only as a day school until the completion of the large central school building, which is being roofed in.

13. *Statistical information.*

Number of institutions.	Average number of pupils	Cost charged to		Total.	Annual cost of educating each pupil.	
		Imperial Funds.	Other sources of income.		Average total.	Cost to Government.
1	163	6,662	185	6,847	42 0 1	40 13 11

Fees.		Pupils.			
Total amount realized.	Average per pupil.	Hindus.	Mahomedans.	Others.	Total.
234	1 6 11	143	20	0	163

14. *Schools of the lower class.*—The nàd schools are purely vernacular seminaries of an elementary character. Nearly the whole of the teachers and pupils are Coorgs. Among the latter may be observed many girls, who are taught along with the boys. They are not such infants as are generally met with in Hindu schools.

15. The medium of instruction is Canarese, which is the official language of the country and well understood by all. There is no literature in the Coorg dialect, nor has it, I believe, been ever reduced to writing by the people themselves. The studies in the nàd schools consist of reading, arithmetic, and a little geography

16. The school houses are ordinary native buildings. The establishment of a school is made conditional on the construction of such premises by the residents of the place, who also undertake to keep them in good repair. No fees are therefore collected from the scholars.

17. *Statistical information.*

Number of Institutions.	Average number of pupils.	Cost charged to		Total.	Annual cost of educating each pupil.	
		Imperial Funds.	Other sources of Income.		Average Total.	Cost to Government.
23	869	2,342	...	2,342	2 11 1	2 11 1

Fees.		Pupils.			
Total amount realized.	Average per pupil.	Hindus	Mahomedans	Others.	Total.
...	...	869	...	...	869

18. *Female schools.*—As mentioned in the preceding paragraph, many girls accompany their brothers to the nàd schools. A girls' boarding school however has been specially provided for in Mercara, by the liberality of a wealthy Coorg - The erection of the premises will commence very soon

19. *Normal school.*—There is no Normal school in Coorg, but the teachers of the nàd schools receive instruction in the Mercara Central School before appointment, and subsequently attend quarterly conferences of all the masters, when they are examined in school management.

V Private Institutions under Government Inspection

20. The only one is the school belonging to the Basel Mission in the Christian village of Anandapur. The inspection report is given in the appendix.

21. *Statistical information.*

Number of Institution.	Average number of pupils.	Cost charged to		Total	Annual cost of educating each pupil	
		Imperial Funds.	Other sources of Income.		Average Total.	Cost to Government.
1	22	120	120	240	10 14 0	5 7 3

Fees.		Pupils.			
Total amount realized	Average per pupil.	Hindus.	Mahomedans	Others.	Total.
10	0 7 3	22	...	...	22

22. *Private unaided schools.*—There are reported to be 18, containing 299 pupils. Most of them are of a temporary character and of the usual native type.

VI. Scholarships.

23. There are none.

VII. Employment of Students in the Public Service.

24. The prior claim of the Coorgs to hold the official appointments in their own country is recognized by the Government, and all, or nearly all, the public servants have been educated in the Mercara Central School. The studies of botany and drawing were introduced into that institution with the view of preparing some of the students for the Forest and Survey Departments, for which they would be naturally well fitted. It may be mentioned that one Coorg of a wealthy family has relinquished other prospects to become a teacher in the Mercara School.

VIII. English Language in Indian Education

25. There appears to be an increasing desire among the Coorgs to learn English, which may no doubt be attributed to their being continually brought into contact with the many Europeans who have settled in the province as coffee planters.

IX Book Department

26. There is a branch Book Depôt at Mercara, which receives supplies from the Central Depôt at Bangalore. The sales have not hitherto been very productive.

I have the honor to be,
Sir,
Your most obedient Servant,
B. L. RICE,
Offg. Director of Public Instruction.

APPENDIX A

GOVERNMENT SCHOOLS.

1. **Inspector's Report.** The Central School has 132 registered pupils, of whom there were present at the time of examination 92. The number of absentees is very considerable, amounting altogether to 30 per cent. In the first class, 3 were away out of 7; and in the third, 13 out of 26. The non-attendance and irregularity of the pupils is chiefly attributable to the prevalence of sickness. There is a preponderance of Coorg boys among the scholars, to the whole number of whom they bear a ratio of about 4 to 7. The remainder are Hindus and Mahomedans, the former being twice as numerous as the latter.

Mercara Central School.

2. English is studied in four classes. Below these are a Canarese and a Hindustani class, the boys from both of which are eligible for promotion into the English school after going through a course of elementary instruction in the vernacular. The Canarese class however seems more intimately associated with the school than the Hindustani one.

3. In the higher classes provision is made for instruction in Canarese and Hindustani, as well as in English. The Hindustani studies it is proposed to abandon, as they appear to be of little practical value.

4. In the course of lessons for the first class, I would point out the absence of composition. This, I think, might be introduced with advantage; or the writing out of paraphrases might be required, as preparatory to the practice of composing. The text books for arithmetic and algebra are rather elementary in their character, and do not contain a sufficient variety of examples in the exercises. Barnard Smith's School Arithmetic and Todhunter's Algebra for beginners, would be more suitable.

5. There are two interesting subjects of special instruction in this class, namely, botany and drawing. These studies have been taken up with a view to preparing the pupils for the Forest and Survey Departments.

6. Botany is taught practically as well as theoretically. An acquaintance with the terminology of the science is obtained from McGillivray's Manual, the definitions in which are written out and learnt by each pupil. An assortment of plants is farther exhibited to the class for the purpose of illustrating the varieties of structure and character, the boys going over the different features of each specimen and describing them in appropriate technical terms.

7. The drawing lessons are commenced in a lower class, with the construction of geometrical figures, on a regular system such as is adopted in Germany. This is followed up in the first class, by architectural drawing, with Chambers' course for a guide. The sheets of diagrams in both classes are exceedingly neat, and most of them correct in the execution ; but the boys have not acquired so good a knowledge of practical geometry, as it was supposed they would obtain, from these exercises.

8. The drawing of maps, practised in the second class, is a useful adjunct to the study of geography. A large map of Coorg has been copied by the boys on a small scale and has been the means of imparting much local knowledge of a useful character.

9. Two aids to physical training should be mentioned, which are characteristic of the school and of its German management. I refer to the practice of vocal music and of gymnastics. The singing is led by the Principal with the assistance of a harmonium, and is entered into with great apparent liking by the boys. They have not yet been trained to take parts, but the instrument supplies the harmony. The pieces sung consist principally of popular German airs, the words belonging to which have been rendered into English or Canarese. The national anthem is sung with much enthusiasm.

10. Gymnastics are taken twice a week, the assistant master being the leader. All the boys are required to attend the sports, and are taught the use of the horizontal and parallel bars They also practise long and high jumping, vaulting with a pole, and a variety of other exercises, which they go through with great good humour.

11. In reviewing the general condition of the school, I think the necessity is manifest of more attention to elementary studies, and to the formation in the lower classes of a good groundwork on which to

base the special instruction of the more advanced ones, and the importance of this matter cannot be overrated, when the prominent position of the school is taken into account, as being the highest educational institution of the Coorgs.

12. In each of the first and second classes the boys are required to pass two years, and in rising from the bottom to the top of the school it is calculated that eight years would elapse. This appears unnecessarily long, especially when the unpretending nature of the standard to be reached is borne in mind. I think, therefore, that if the condition of the lower classes were improved, one year would, ordinarily, be a long enough time for a boy to remain in the second. That these remarks are not without reason will be seen when I mention that, in the Bangalore High School, more than one boy who began with the alphabet has matriculated in the sixth year.

13. A preparation for the University Examinations in the higher class would, I consider, have a wholesome effect in determining the scope of the general instruction, and providing a definite standard to be aimed at. I would recommend also the settlement and reduction to writing of the whole school course, which now appears to be variable from year to year.

14. The school premises, when completed, will consist of four buildings, namely, the large Central School and museum, a boarding school for boys, a boarding school for girls, and the master's house. Of these, the second and the last are finished and occupied, the former being used only as a school room until the larger building is available. The central school is nearly ready to receive the roof, and it is expected that before the monsoon sets in it will be completed The carrying on of the building appears to have been delayed last season, owing to the money that was required not having been sanctioned in time. The girls' boarding school, which I understand is to be erected at the expense of a private man among the Coorgs, has not yet been commenced.

15. All the building operations are directed by Mr. Richter, who has both made the plans, and selected and prepared the materials. All this involves no little labor, as will appear when it is stated that he is obliged even to go to some distance into the jungle and mark out the trees that are to be felled for the wood work. So far as studies are

concerned, the school has undoubtedly suffered from his enforced absence while engaged in superintending the buildings.

16. The plan and arrangement of the whole seem to be very convenient, and according to present prospects, there will be an abundance of accommodation for every purpose. The boarding schools have been endowed with an estate of jungle land for coffee plantation, of which about 20 acres have been cleared.

17. As soon as the Central school-room is fit for occupation, the boarding school for boys will be put to its proper use, and no less than 150 sons of Coorgs are expected to take advantage of it About 50 girls, it is thought, will join the girls' boarding school, but no arrangements have yet been made regarding their instruction.

18. In the various nàds of Coorg a number of district schools have been established, which are intended to be feeders of the Central School. The two oldest were opened in 1862. The masters are mostly pupils of the institution in Mercara, and are required to assemble there once a quarter, for the purpose of being examined. Their schools are also inspected at irregular periods.

19. The number of these district schools is now 23, containing 799 pupils, of whom 600 are Coorgs, about 30 of them being girls. No fees are levied, but the children buy their own books. The conditions on which each school is established are, that the people shall themselves erect a suitable building for the purpose, and that not less than 30 pupils shall attend. The school-rooms thus provided by the people generally consist of thatched mud buildings, which cost from Rs. 50 to Rs. 100 each. Whether these structures will be sufficiently durable for permanent occupation is doubtful.

20. One thing in connexion with the masters may be noticed, as contributing to their comfort, I refer to the fixed scale according to which their pay increases. Commencing with Rs. 7, after five years they get Rs. 12, and after five years more, Rs. 15 a month.

21. I accompanied Mr. Richter to four of the district schools, namely, those at Murunàd, Chembubellur, Davangiri and Kavadi. The smallest of them contained 36 scholars and the largest 81. Of the latter 11 were girls.

22. The instruction is all in Canarese, and consisted of read-

ing and the simple rules of arithmetic. Some boys read from the Kavya Malè, but most from the second and first books. Not much attention had been paid to explanation of the meaning. As regards the reading, I observed that where the teacher was a Brahmin the pronunciation of the children was better than where they had been taught by a Coorg.

23. Taking these four schools as specimens, it is very encouraging to remark the respectability of the pupils and the numbers in attendance. I have advised that a uniform list of lessons should be printed and furnished to each school in order to ensure regularity.

24. There is much that is peculiarly interesting in the whole of the Coorg educational system and the spontaneous action of the people themselves in connection with it. The arrangements made now will doubtless have a greater influence on its future than any modifications which may afterwards be adopted. And it is with the view of promoting the establishment of a sound and comprehensive system, and one that shall merit perpetuation, that the suggestions contained in this report have been made.

25. Few such opportunities occur as now present themselves in the province, for the initiation of a model scheme of education, to the carrying out of which, by whomsoever undertaken, the compactness of the Coorg territory and the distinctive character of the Coorg race are highly favorable.

26. **Principal's Report.** "We close our course with 163 boys on the rolls, 81 of these are Coorgs, 51 other Hindus, 20 Mussulmans and 11 Christians. This shews an increase of 17 boys over last year's census, and is chiefly due to the attendance of more boys from the Mercara pettah through the exertions of Mr. Karada Malè.

27. "The Hindustani school, under the teacher Sheik Imam, has throughout the year been in an unsatisfactory condition from want of regular attendance. After the failure of every means I could think of to bring about a better state, I am strongly inclined to give up the Hindustani class, and to leave the Mussulmans of Mercara to provide for the education of their children themselves. It is true that the two higher classes of the Central School enjoyed for the last 2 years regular instruction in Hindustani, but I think the gain in this knowledge does

not compensate for the loss in time that could be more profitably spent upon other lessons.

28. "The death of one master, the Brahmin Shiveyah, and the departure of another, Mr. Shank Rao, have had a visible influence upon the progress of the junior classes, but our strength has been recruited, and new teachers, Venkatramia and Solomon Naidoo, give promise that the new school-year will make up for the deficiencies of the past. There are in the junior classes 11 boys, the lowest class receives a purely Canarese instruction, in the next two classes elementary lessons in English are given.

29. "It affords me particular pleasure to bear testimony to the diligence and devotion of my former pupil Chepudira Timmeyah, now teacher of the fourth class. The son of one of the best and wealthiest Coorg houses, he has broken through the vulgar prejudice of his countrymen that the post of a teacher is less respectable or honorable than that of another Government office.

30. "The second class, under Mr. Graeter's painstaking and devoted instruction, has been well advanced in a high course of English and Canarese knowledge, and the whole of the first section will be promoted to the first class In history they have learnt a sketch of the ancient nations; in geography, Asia and India, and Coorg in particular, were studied and the respective maps drawn; in practical geometry they finished the prescribed course of drawings with the definitions; in arithmetic their knowledge of weights and measures was practically applied in numerous exercises; in English they had reading and Sullivan's Grammar as far as syntax. The Gospel of St. Luke, has been read and shortly explained. In Canarese they were occupied with grammar, exercises in translation and reading of the smaller Anthology.

31. "The first class, under my immediate superintendence, numbers 5 boys; 2 others have left in the course of the year. I am sorry I cannot speak very highly of the attainments of this class, and I frankly avow that to account for it, I have first to find fault with myself. The unavoidable superintendence and direction of the school buildings encroached so much upon my time and strength, that I could not give my whole mind to the instruction of my pupils; but on the other hand it must also be stated, that with one bright exception, the

other boys of the class have not much ability for book learning. I have, however, no doubt, that in any practical walk of life, upon which they are now ready to enter, they will give satisfaction by their good conduct and diligence.

32. "The studies pursued by them are the following:—
The whole of Genesis has been read and explained, an outline of modern history together with the ancient and Mahomedan period of the history of India have been finished; in geometry we went through the 2 first books of Euclid; in arithmetic 360 examples of simple and decimal fractions in Colenso's book have been solved; in algebra we used Lund's Short and Easy Course, and came as far as simple equations; in geography the boys made themselves acquainted with the Madras Presidency, with Africa, America, and Oceania, and drew the maps of these countries. They made also a beginning with architectural drawing, and several of their plans and maps are placed on the table for inspection. Botany, introduced at the special request of Government, has been to all a pleasurable study, and we have completed a simple course on the structure of plants. For the study of English, pieces in prose and poetry were read and explained, and Morell's Grammar and Analysis made use of. In Canarese the first class had, in common with the second class, grammar and anthology, and separately they read the Katha-Sangraha and the greater portion of the Rajendra Nama with the translation exercises. In Hindustani both classes learnt reading, writing and the elements of grammar.

33. "General lessons for all the classes were singing and gymnastics, and I am sure there is not a boy who would like to be without the one or the other. It was a pleasing surprise to me the other day, when on inspecting the Canarese school at Beppunàd, the boys welcomed me with two songs which their teacher had picked up here and taught his boys there. More than 50 English and Canarese hymns and songs have been learnt by nearly all the boys of the Central School, and I hope the time will soon come when the hills and dales of Coorg will resound with the merry songs, that are carried away from this school! As bodily exercise should go hand in hand with the healthy progress of brain work, gymnastics have held their honored place for many years in this school. The most zealous gymnasts are Bidiandra Deveyah, Putchimadi Ponappah, and Kothandera Ganappati.

34 "In our morning readings on opening school we have just finished the Epitome of the Old Testament in Canarese, so that all the boys who wish to attend may obtain a knowledge of the principal facts of the Bible.

35. "If I may advert in a few words to the other topics connected with this school, I may mention first the new school buildings. It has been my anxious desire to welcome you this year in the new school-hall, but alas! it is still in the hands of the mason. Want of money and material in due time delayed the work for a whole season, and even now it will require the utmost exertions to bring the large building safely under roof. Those who are acquainted with the building difficulties in Mercara will not blame me for not having achieved more, but rather encourage me by their sympathy to persevere to the end. The foundation for the girls' boarding school is also to be laid before the monsoons, and this time next year, I hope it will be finished by our worthy talook soubadar, who has offered to build it at his own expense, and who deserves particular praise for his exertions in assisting me in the school buildings.

36. "Our coffee plantation for the endowment of the boarding schools has, I regret to say, not so advanced as to realize our expectations. Whilst in the council of many there is wisdom, it is not always the case that in the multitude of projects there is well directed energy. What every body is supposed to do is seldom done by any one. This we experienced also in our undertaking; but the mistake has been recognized and amended, and I trust our little estate, under the gratuitous superintendence of Mr. Mitcheson, will soon be more promising and invite to practical co-operation all those of our Coorg friends who nominally adhered to the scheme, but have hitherto stood practically aloof from it."

37. *Account of School Feast.*—"The school feast near the Rajah's tombs came off on the day after the examination, and was voted a complete success. Tents were pitched for the European spectators on the bank overlooking the open space, where the boys had their games and where the repast was to be spread on the green turf and under shady pandals About 300 boys were present and 22 of the district teachers, all in cheerful expectation of the treat provided for them by the Coorg officials and a merchant of Mercara. At one o'clock the big drum called all the boys together, and they seated themselves in two

rows on the grass on three sides of an open square. Each had a plantain leaf spread before him, and the swift-footed attendants quickly filled it with savoury messes, that were carried in huge caldrons and baskets : soup, rice and curry, cakes and sweetmeats in abundance.

38. "Our aged and venerable head sheristadar, Appachu, supported by other officials, acted as "Master of ceremonies," and seated himself on the open side of the square. The ground within was now declared sacred, no one allowed to cross it with his shoes on. All eyes were impatiently fixed on the head Sheristadar ; at last he gave the sign to begin ; there was no clatter of knives and forks, but the food disappeared with wonderful despatch to the great amusement of the European spectators.

39. "As we were afterwards walking amongst the happy throng with the representative of the British Government in Coorg, we were forcibly reminded by the very tombs of the late rajahs and the joyous assembly around, of the great contrast between the past and the present ; and the beneficial change in the civilization of Coorg. Whilst the old *parapadyagara* of the tombs, who showed us his cruelly maimed hand, recalled to mind the barbarous mode of torture practised by the late rajahs, on the parapet of the tombs a voluntary chorus of Coorg boys lustily sang out "God save the Queen." Really could the rajahs have come forth from their stately tombs, they would have beheld with amazement and dismay the present scene, far too happy and cheerful for their stern despotic mood, and if re-invested with power, they would have quickly dispelled the happiness around ! After a number of games until evening, the boys gave three cheers to their liberal hosts and especially to the Mercara talook soubedar, to whom the success of the feast was chiefly due.

40. "About the vernacular schools I have given last year a detailed statement. To avoid repetition, I shall advert only to those schools which require particular notice. After close inspection of each school, I am happy to observe on the whole a decided progress, which I mainly attribute to the influence of the quarterly conferences with all the teachers at the Central School. The oral reports of the teachers then given before all, and checked by my personal inspection raises a spirit of emulation amongst them, which tells beneficially upon

District or Nàd Schools.

their schools. The number of pupils has consequently increased by 70 children. The lessons in these schools are of an elementary character, and comprise Canarese reading, first and second book and smaller anthology, copy-writing, dictation, Colenso's arithmetic, and geography of India, a lesson much liked and greatly facilitated by the new Canarese map, and the excellent manual issued from the Mangalore Mission Press.

41. "The attendance during the schooling months is pretty regular, but the agricultural pursuits of the people and the marriage season in April and May encroach unduly upon the time of instruction. This state of affairs, however, must be accepted as a necessary evil which cannot be altered at present.

42. "School fees have not yet been introduced into these schools, since the nàd people provide the school houses and keep them in repair, and I think this arrangement may still be continued, until Government may be prepared to provide more substantial buildings. It is a notable fact that, whilst in purely Coorg districts, the people are quite willing to comply with this plan, and have in some localities incurred considerable expense, the town people of Veerajpet, Fraserpet, Somwarpet and Codlipet expect everything from Government.

43. "In Veerajpet, after 3 years' delay, a school house is now being built for an anglo-vernacular school, to which Government has contributed Rs. 200. After my removal of the Somwarpet school 2 years ago to Shanthally, because the people would not provide a suitable locality, they have now come forward to build a new house at their own expense; and the inhabitants of Codlipet, who covet the fine Government school houses in the Mysore territory, may soon follow their example. They maintain at present 3 schools, which are attended by upwards of 50 boys at a monthly outlay of 25 Rs. At a conference with the principal men of the town last month, they agreed to build a new school house and we fixed upon the spot, but I am afraid it will take a long time for its completion. The people of Fraserpet, who have enriched themselves by the salt, grain, and coffee trade, want an anglo-vernacular school provided by Government, but without their active co-operation, I feel not inclined to recommend the establishment of such a school.

44. "In Kiggutnàd some Coorgs near the talook cutcherry have at their own expense established an English school and guaranteed the

teacher a fixed income for several years. I visited the school and recognized in the scholars some of the most intelligent boys of the neighbouring district schools. The teacher, an East Indian, no doubt exerted himself very much, but his unacquaintance with Canarese is a great draw back to successful instruction, and without his passing an examination, I could not recommend his school for Government support.

45. "There is a growing desire for English instruction in this province, but the Central School in Mercara will be sufficient to meet it. The anglo-vernacular schools in the other towns, if sanctioned, may be useful for younger children, whose parents are opposed to separation from them, and for others who are satisfied with English reading and writing. They will be nurseries for the Central School and cost little to Government, as the monthly fee of 8 annas from about 30 boys may cover half the salary of the teacher.

46. "I beg to propose that anglo-vernacular schools may be established, besides the one in Veerajpet, in Fraserpet and Codlipet, on an outlay of Rs. 30 per mensem, of which Rs. 15 are to be raised from fees or subscriptions.

47. "The village school at Katandala, which I had occasion unfavorably to report upon last year, has been abolished, and the schoolmaster transferred to Kúmbaladala in Kúyingherinàd, and the change is most satisfactory. The school enjoys the patronage of the aged patél Soobia, who with youthful zeal prides himself in the valuable acquisition to his village. It was quite touching to witness the expression of his gratitude and joy as he accompanied me to the school on my late visit.

48. "A school has been re-opened at Kantamurnád, and from the zeal of the people in building the school house and keeping their children to regular attendance, it is evident that the former closing of their school has had a good effect.

49. "The Hottur school in Kúyingherinàd I temporarily closed, because the nád people did not build the school house within the stipulated time. It is now finished and a teacher urgently desired.

50. "In Chembu Bellur in Yedaynalknàd, where the attendance rises from 70 to 90 children, and where the people have built a substantial school-house, an assistant teacher is much required, as one

man cannot satisfactorily attend to so many pupils. I would propose the appointment of a pupil-teacher on a salary of Rs. 5 per mensem to begin with.

51. "At Karadagrama in Katiednàd, a new school has been established in charge of an Aunne-Codaga teacher, and it promises to be very satisfactory.

52. "The school at Keirgur in Kiggutnàd has not fulfilled my expectations; it will therefore be closed and transferred to Marinàd, where a great desire for instruction has been expressed.

53. "At Hébalé in Nunjarajputten talook, a school has been opened this year, and the Coorg teacher reports a numerous and regular attendance.

54. "Petitions for the establishment of new schools have been sent from the following places :—

Srimangala in Padynalknàd
Kadanúr in Beppunàd
Bellerinád in Yedaynalknàd
Kuglur Do.
Eimangala Do.
Kokeri Do.
Gadenád in Nunjrajputten ;

but the applications have not yet been sufficiently examined, to admit of recommendation.

55. "Whilst all the teachers are liable to be moved from one school to another, an appointment at or near their own home is considered as a reward for good service, and the experience of those who have been 30 and 40 miles away from their houses, raises in all a desire for a home-appointment and makes them more anxious to deserve it."

GRANT-IN-AID SCHOOL.

Mission School, Anandapur.

56. "The grant-in-aid school at the mission station "Anandapur" numbers 32 children, of whom 15 are Christians. They passed a satisfactory examination in reading, writing and arithmetic, in which lessons they equal the children of the Government district schools. As

the current expenses of this school for the year 1868—69 will amount to Rs. 144 only, and a moiety will be supplied from funds and local subscriptions, I beg to recommend a grant of the other moiety or Rs. 72 instead of Rs. 120, as during the past year."

PRIVATE UNAIDED SCHOOLS.

57. "Of private schools there are 18 with 299 pupils Most of these schools are of a temporary character, and those visited are of the usual native type.

58. "As far as I could ascertain, there are at present no Catholic schools in Coorg."

No. 3.

Abstract of Expenditure of the Educational Department for the year 1867—68.

CHARGES.	From Imperial Funds.			From Local Funds.			Total Expenditure.		
Inspection	1,200	0	0	0	0	0	1,200		0
Instruction.									
Government Schools, General.									
Central School...	6,506	0	0	185	2	8	6,691	2	8
Lower Class	1,998	0	0	0	0	0	1,998	0	0
Other Items	500	0	0	0	0	0	500	0	0
Grant-in-aid School.									
Lower Class	120	0	0	120	0	0	240	0	0
Total.....	10,324	0	0	305	2	8	10,629	2	8

OFFICE OF THE DIRECTOR OF PUBLIC INSTRUCTION,
Bangalore 30th May 1868.

B L. RICE,
Offg. Director of Public Instruction.

APPENDIX TO

COORG EDUCATIONAL REPORT

FOR 1867—68.

STATISTICS OF INSTRUCTION

TABULATED IN THE FORM
PRESCRIBED BY THE

STATISTICAL COMMITTEE

A ECCLESIASTICAL.
B EDUCATIONAL.

General No. 224.
Educational „ 1. } 1869—70.

COORG CHIEF COMMISSIONER'S OFFICE,
Nandidroog, 15*th May* 1869.

To

THE DIRECTOR OF PUBLIC INSTRUCTION IN COORG,
Bangalore.

SIR,

With reference to Mr. Rice's Report on Public Instruction in Coorg for the year 1868—1869, I am desired to communicate the following remarks :—

2. The Chief Commissioner is glad to observe a considerable increase in the number of scholars attending the purely vernacular nad schools, the increase being 25 per cent, while a fair proportion of these are girls.

3. The Central School at Mercara appears to have maintained its character as an Educational institution of a high class, but the great delay which has occurred in the completion of the new buildings, is much to be regretted. Circumstances arose last year which seem to have had their effect in lessening the attendance at this school; but the cause is not to be found, the Chief Commissioner believes, in the withdrawal of their children by the bazaar people, but in the indiscretion of one of the masters. Mr. Bowring does not think it essential to hurry on the curriculum to the University standard. Too much reliance should not be placed on the return from the endowment plantation.

4. It is observed that the Anglo vernacular school at Vírájendrapéṭé is favorably reported on. If it is in contemplation to establish other schools of this class, the Chief Commissioner considers that Kodlipéṭé should not be denied the preference which is due to its importance, simply because there are fewer Coorgs there than at Fraserpéṭé and in Kiggatnad.

5. It is to be hoped that, on its opening, the female boarding school at Mercara may prove successful, but the Chief Commissioner desires that it may be distinctly understood that nothing whatever may be undertaken to wound the religious feelings of such pupils, as otherwise the scheme will assuredly prove a failure.

6. From para 24 of the report under review, it is gathered that a more particular enquiry is needed into the indigenous schools of the district. The Chief Commissioner desires me to direct your attention to this point.

7. It is observed that Dr. Mitchell's letters to Indian youth forms one of the class books in the Mercara Central School, and the Chief Commissioner desires to know whether the reading of this book was authorized by the Director of Public Instruction. No books, I am to add, should be introduced into any of the Government schools in the province without such authority, and the Principal should be distinctly informed on this point. Neither he nor any of his assistants should be permitted to deviate from such instructions, the ill judged proceedings of last year having had a damaging effect on the cause of education.

8. The remarks contained in paras 19 and 20 of Appendix I (Principal's Report) are no doubt quite correct, but it does not appear to the Chief Commissioner possible to change ingrained habits such as those brought to notice, however disheartening the early withdrawal of pupils must be to zealous teachers.

9. The exertions of Mr. Richter in stimulating education in the nad schools are, I am desired to say, very commendable, and will no doubt prove successful. The Chief Commissioner thinks that small fees might legitimately be levied in such schools where the attendance is large, but this should be done with the consent of the people.

10. The proposal to bring the teachers of private schools into personal intercourse, as suggested in para 34 of Appendix I, appears judicious.

11. In conclusion I am to observe that the supervision maintained by Mr. Richter over the Government schools in Coorg, appears to have been unremitting and beneficial, and entitles him to the thanks of the Chief Commissioner.

I have, &c.,

(Signed) T. CLARKE,

Offg. Secretary.

OFFICE OF THE DIRECTOR OF PUBLIC INSTRUCTION,
BANGALORE, *7th May* 1869.

From

B. L. RICE, ESQ,
Officiating Director of Public Instruction.

To

CAPTAIN T. CLARKE,
Officiating Secretary to the
Chief Commissioner of Coorg.

SIR,

I have the honor to submit my report on Public Instruction in Coorg for the official year 1868—69.

Comparative Statistics.

2. From the subjoined comparative statistics, it will be seen that the number of pupils in all schools has risen during the year from 1,054 to 1,293, or at the rate of 22 7 per cent. This increase, it is gratifying to note, is entirely due to a larger attendance of Coorg children in the nad schools. For against 680 Coorgs under instruction last year, there are now 961, including girls, of whom there are 40 more at school than in 1867-68.

Schools.	1867—1868.		1868—1869.	
	No. of Schools.	No. of Scholars.	No. of Schools	No. of Scholars.
Government	26	1,032	27	1,261
Grant-in-aid	1	22	1	32
Total... .	27	1,054	28	1,293

New Schools.

3. An anglo vernacular school has been recently established at the rising town of Vírarajendrapéṭé or Vírajpéṭé, and is well attended. The Catholic schools at this station have also received a grant-in-aid, to be availed of from April 1869.

I. CONTROLLING AGENCIES.

4 The controlling agencies have remained unchanged.

II. GENERAL FINANCIAL STATISTICS.

5. The expenditure for the year was as follows:—

Charges.	Expenditure during 1868-69.	
	From Imperial Funds.	From Local Funds.
Direction with its subsidiary charges	...	...
Inspection	1,200	...
Instruction (including all Educational expenditure not coming under the above heads)...	9,737	87
Total.....	10,937	87

6. Distributed among the different classes of schools, the expenditure on instruction stands thus:—

Description of Schools.	Government.		Grant-in-aid	
	From Imperial Funds.	From other sources.	From Imperial Funds.	From other sources.
Higher Class	6,400	...	...	...
Middle „	95	...	...	...
Lower „	2,551	...	76	87
Total...	9,046	...	76	87

III. UNIVERSITY EXAMINATIONS.

7. Coorg has not as yet sent up any candidate for the University examinations, but the course of instruction pursued in the Central School during the past year has been such as to prepare the students for matriculating. It may be some time, however, before this standard is actually reached.

IV. GOVERNMENT SCHOOLS.

Higher Class.

8. There is a decrease in the attendance at the Central School,

Central School, Mercara.

which the Principal attributes to the withdrawal of children belonging to the bazaar people in Mercara, who prefer their own schools. Out of 142 pupils now on the rolls, 73 are Coorgs.

9. The year has been marked by two important events; namely, the completion and occupation of the large Central School building, and the adoption of a course of study corresponding with that pursued in Government schools of the higher class.

10. It will be in the recollection of Government that in 1862 the headmen of Coorg presented a petition on the subject of education, in which they offered to raise among themselves Rs. 6,000 for the erection of school premises at Mercara, consisting of a school room, two boarding houses, one for boys and one for girls, and a master's house, provided that Government would supplement the fund by a grant sufficient to carry out the object, and give the site for the buildings. The spot selected by the petitioners was that on which a former Coorg Raja had built a palace for the reception of English visitors. The prayer of the Coorgs was favorably received, and the proposed site conceded to them, as well as a grant of Rs. 11,000 from the public funds, and Rs. 3,000, the sale proceeds of the old school house, which had been the Raja's elephant stable.

11. Originating in circumstances of so much interest, the buildings have been gradually rising up under the superintendence of Mr. Richter, the Principal, until now three of the four are finished The Central School just completed is the most important portion of the premises, and Mr. Richter is to be congratulated on the success of his labor thus far, whereby a most commodious and well arranged school house has been provided for the education of the Coorgs. The girls' boarding house is the only one yet to be built.

12. The adoption of a higher course of study has been very appropriately made at this juncture, when, relieved to a great extent of the superintendence of building operations, the Principal will be able to devote his attention more exclusively to improving the condition of the school.

13. The endowment plantation has not as yet yielded much profit. The first planting had to be renewed, but there are now 36 acres under coffee, of which 12 will come into bearing. As Mr. Richter has considerable experience in the cultivation of coffee, no effort will be spared on his part to make the estate productive.

Statistical Information.

Number of Institutions.	Average number of pupils.	Cost charged to		Total.	Annual Cost of educating each pupil.	
		Imperial Funds.	Other sources of Income.		Average Total.	Cost to Government.
1	92	6,400	...	6,400	69—9—0	66—14—7

Fees.		Pupils.			
Total Amount realized.	Average per pupil.	Hindus.	Mahomedans.	Others.	Total.
244	2—10—5	102	22	18	142

MIDDLE CLASS.

Anglo Vernacular School, Virajapeté.

14. This school was opened in January, and already has an attendance of 55. The Head Master is a Coorg, and 45 of his pupils are of the same race. The course of study is necessarily rather elementary at present. The school house, it should be observed, has been built by the people of the town, assisted by a grant of Rs. 200 from Government.

15. It is proposed now to open two more schools of this description. One will be in Fraserpété, and the other in Kiggatnad, in the heart of the Coorg country, instead of, as originally intended, at Kodlipété situated at the extreme northern limit, where there are no Coorgs.

Statistical Information.

Number of Institutions.	Average number of pupils.	Cost charged to		Total.	Annual Cost of educating each pupil.	
		Imperial Funds.	Other sources of Income.		Average Total.	Cost to Government.
1	35	95	...	95	...	...

Fees.		Pupils.			
Total Amount realized.	Average per pupil.	Hindus (Coorgs)	Mahomedans.	Others.	Total.
...	...	45	3	7	55

LOWER CLASS.

16. The number of these schools is 25, the same as last year; but some changes have been made in their situation by transferring schools that were not well supported to more promising localities. The result has been an increase of pupils from 869 to 1,064, including 843 Coorgs, of whom 71 are girls.

Nad Schools.

17. Mr. Richter, who has visited all the schools during the year, expresses satisfaction with the stability and progress of most of them. In three cases he considers that assistant masters are required, and that fees should be levied for their payment.

18. The number of these nad schools in any particular district bears a direct proportion to the density of the Coorg population in that part, from which it may be inferred that the education thus brought to their doors is better appreciated by the Coorgs than by the natives of other classes in the province. It would be interesting to know to what extent the indigenous schools are maintained by Coorgs.

Statistical Information.

Number of Institutions.	Average number of pupils.	Cost charged to		Total.	Annual Cost of educating each pupil.	
		Imperial Funds.	Other sources of Income		Average Total.	Cost to Government.
25	775	2,551	...	2,551	3—4—8	3—4—3

Fees.		Pupils.			
Total Amount realized.	Average per pupil.	Hindus.	Mahomedans.	Others.	Total.
16	0—0—4	843	...	221	1,064

FEMALE SCHOOLS.

19. The nad schools have a mixed attendance of boys and girls, and 40 more of the latter are now under instruction than at the end of last year. The lessons are the same for both, and the girls are not a whit behind their brothers where they have been an equal time at school.

20. On the erection of the boarding house in Mercara, a yet greater extension of female education in this province may be looked for, as the Coorgs appear to be free from the prejudices prevailing in other parts of India on the subject.

NORMAL SCHOOLS.

21. By the appointment of a normal master to the Central School, provision has been made henceforth for training the nad teachers. The 25 men now employed, of whom 17 are Coorgs, have attended regularly at the quarterly conferences held in Mercara, where each man's work during the past three months, and general questions connected with school management; are discussed. The convocations, at which from the smallness of the territory all the teachers are able to be present, must have the best effect in stimulating them to exertion Mr. Richter wishes to use his influence in obtaining the attendance of teachers from the indigenous schools also.

V. PRIVATE INSTITUTIONS UNDER GOVERNMENT INSPECTION.

22. The Mission School at Anandapur has not undergone any material change during the year. The standard of instruction corresponds with that of the nad schools, and the teacher is stated to be a competent man for his work.

23. The Catholic schools at Vírajpéṭé have, at the end of the year, obtained a grant-in-aid. An application on behalf of a school established at Mercara by the chaplain, has been reversed for consideration when there are stronger grounds for expecting the permanence and success of the institution.

Private Unaided Schools.

24. After a more particular inquiry than was made last year, there are reported to be 40 indigenous schools in Coorg, containing 637 boys, the instruction being of the same character as that given in similar schools elsewhere. The cost of educating each boy in them is estimated to be higher than in the Government schools in the proportion of 5 to $3\frac{1}{2}$, but the data for the former are probably not altogether reliable.

25. Under the 6th, 7th, and 8th heads prescribed by Government for the Educational report, no particular remarks are called for.

IX. BOOK DEPARTMENT.

26. The sale of school books in the Branch Depôt at Mercara has amounted to Rs. 1,256 during the twelve months, which shews a considerable advance upon the transactions of former years.

27. To conclude, I have pleasure in recording my thanks to the Rev. G. Richter, Principal of the Mercara Central School, for his perseverance with the buildings for that institution, and for his effective supervision throughout the year of the Coorg schools generally.

Conclusion.

I have the honor to be
Sir,
Your most obedient Servant,

B. L. Rice,
Offg. Director of Public Instruction.

APPENDIX I.

GOVERNMENT SCHOOLS.

Inspector's Report.

Central School, Mercara.

The English branch numbers 82 pupils, the Canarese 38, and the Hindustani 20, making a total of 140. During the examination 103 were present. The last inspection report gives 132 as the number of registered pupils, of whom 92 presented themselves for examination.

2. The course of study throughout the school has been re-arranged, and is now almost identical with that followed in all Government Anglo vernacular schools. This change was made at the re-opening of the school in May 1868. It is expected that next month the highest class will have completed the studies prescribed for a second grade, and with the new official year will enter upon the first class course.

3. The study of botany, on the system described in a previous report, still holds its place in the course followed by the highest class. The first part of MacGillivray's manual, which treats of the structure of plants, has been gone through during the year. The evidences in favor of Christianity and Hinduism, as compared in Dr. Mitchell's letters to Indian youth, also form a special subject of instruction in this class. Gymnastics and vocal music are joined in by the whole school. In the latter exercise the boys now practise taking parts : several rounds were sung with great spirit.

4. The Canarese branch is regarded as a preparatory class for imparting elementary knowledge through the medium of the vernacular previous to entering upon the study of English The list of studies provides for a progressive course of Canarese as the pupil advances in the English schools.

5. The status of the Hindustani branch would probably improve under a system of regular and efficient inspection. Amongst the present staff of teachers in the Central School, no one has a sufficient acquaintance with Persian and Hindustani to undertake this duty. At

present the school is of the lowest, or fourth class ; 3 boys, however, are slightly in advance of that grade.

6. The Central School room may probably be fit for occupation by April, when the boys' boarding school will be available for its original purpose, and the Principal be released from the supervision of building operations, which has for the last 3 years so unavoidably entrenched on his time. Although the school has undoubtedly suffered, a permanent and very valuable work has been achieved under great difficulties, that would not probably have been accomplished so well under other agency. No steps appear to have been taken yet towards the erection of the girls' boarding school.

7. Mr. Richter states that about 45 acres of the coffee estate have been re-planted, the original planting having been lost through mismanagement. By next monsoon it is expected that 60 acres will be planted. There is a probability of the estate losing the gratuitous supervision of the gentleman now in charge, as he purposes leaving the country shortly.

8. I regret that want of time prevented my accompanying Mr. Richter to any of the nad schools.

Principal's Report.

9. The *Mercara Central School* has, I am happy to say, been located at the end of the official year in the new school building, which appears to be most suitable for all its purposes. With the exception of the wooden ceiling of 3 rooms and the wooden arbour over the southern door, all the rest of the building has been finished, and I would invite an inspection by a professional officer for the satisfaction of Government. The expenditure has not yet been covered, and the completion of the building was only possible by the timely advances of a friend. Our debt amounts to about 1,000 rupees.

10. Regarding the scholars, I regret to have to report a smaller number than last year. The decrease is owing to the falling off of the Hindustani class and the indifference of the bazaar people, some of whom withdrew their children, preferring their own mode of teaching. A meeting at the Central School with the head men of the bazaar and the Subadar of the Pétè, had no effect beyond a verbal expression of

their readiness of sending their children. Against 163 last year, there are now 142 boys on the register; of these 73 are Coorgs, 9 Brahmans, 20 of other Hindu castes, 22 Massulmans and 18 Christians. According to their age, 37 scholars are below 10, 66 between 10 and 15, 33 between 15 and 20, and 6 above 20 years old Their average age may therefore be assumed as 14 years. Arranged with respect to the occupation of their parents, 22 are the sons of simple ryots, 68 the children of Government officials and cultivators combined, 26 belong to shop-keepers, and 27 to other classes. This shews that there is no longer a monopoly of education for the Government officials, and with the opening of the boarding school the non-official classes will be still more numerously represented.

11. With a view to bring the curriculum of the Central School more in harmony with that of other Government schools, the school books hitherto in use are gradually exchanged for those generally adopted, and the course will be closed in December instead as formerly in April. On this account the public examination has been postponed until December.

12. The *Hindustani Class* numbers 22 boys under the teacher Sheik Imam. What progress the boys made in their lessons I am unable to say, as I am not conversant with these languages, butI could wish the scholars were more regular in attendance. On account of this irregularity the school had been temporarily closed, and its existence is entirely owing to the generosity of the Chief Commissioner.

13. The *Canarese School* under the able Brahman Venketramia is attended by 37 boys, 22 of whom are Coorgs. Their progress has been very satisfactory, and a good number of them will be promoted.

14. The *Fourth Class* of the English division was taught by the Coorg teacher Mr. Ch. Timmia. It numbers 36 boys and 4 girls; amongst them are 18 Coorg boys and 1 Coorg girl. Mr. Timmia will now leave the school, and I am happy to express my satisfaction with his cheerful and zealous services. He carries away with him the affection of his pupils and the respect and good wishes of his superiors. He has been the first of my Coorg pupils, who withstood the allurements of a cutcherry appointment, and I hope he experienced, that whilst a teach-

er's post is not less honorable, it offers a more independent and nobler occupation. His good example is followed by another of my Coorg pupils, a son of the late Head Sheristadar, who will be his successor.

15. The *Third Class* numbering 25 boys and 2 girls, (including 19 Coorg boys), has been under the instruction of Mr. Solomon from Bangalore. He also will leave the school, and I hope his place will be supplied by a more intelligent, better educated, and more painstaking teacher. My late examination of the class leaves much to be desired.

16. The *Second Class* contains only 13 boys, of whom 10 are Coorgs. They have Mr. Graeter for their teacher, and I gladly record his lively interest and zeal in his work. It is only a pity that the majority of his pupils are so dull and profit little by his spirited instruction which extends over a variety of subjects.

17. The *First Class* is unfortunately the smallest. Three boys having left the class, there remain only 5; of these, 4 are Coorgs and 1 is a Brahman; they are under the charge of the Principal. To him the sight of this small number, frequently still more diminished by irregular attendance, is often very painful, as he wishes to make himself useful to many more pupils.

18. "Singing" by the Principal, and "Gymnastics" by Mr. Graeter are general lessons, and maintain their popularity. Upwards of 60 songs and hymns in English and Canarese have been practised and learnt by heart.

19. The conduct of the boys and their diligence have been satisfactory, but their frequent absence, owing to sickness, festivities, and carelessness of their relations, is disheartening to the teacher. The Coorgs have strong family attachments, and their houses being scattered all over the country, the teacher has no control over his pupils, when they are once away at their distant homes, called and retained there by their relatives for the numerous little avocations that distract the domestic life of the natives. It is sometimes really provoking after one has zealously striven against the pernicious system of early marriages, to receive one morning a pressing invitation to the marriage festivity of one's own pupils. The sudden transition into wedded life at a period when the whole mind and energy of a young man should be

devoted to his studies, is decidedly injurious to his progress, and frequently disinclines his mind altogether to further exertions. Marriage among studying Coorg lads ought to be the parental reward *after* successful school-life and no distracting hindrance *during* the same.

20. Considering these circumstances, and the fact that the Coorg boys enjoy little or no educational home-influence and are in general intellectually not so quick as their more favored low-country cousins, the Malayalims and Canarese, it will be a difficult and only gradually to be achieved task, to raise their minds to the higher culture of University studies. Of the 5 boys now under instruction, 3 only may be qualified for the Matriculation examination in December 1870, if they have the will and perseverance to continue their studies: of these one got lately married, and I am afraid his zeal will be greatly impaired. If these boys could be persuaded to enter the Matriculation class in Bangalore, it would be so much more gain for the next lower class, that could be promoted.

21. This report being a record of the past, I need not enter upon the plans of the ensuing year beyond stating that the boys' boarding school and the girls' school will now have my best attention. I feel very grateful for the liberal grant from Government for the latter object.

22. The school endowment coffee plantation has been worked under adverse circumstances, and does not yet hold out a promising future for want of funds. 36 acres have been planted, and 12 will come into bearing. Mr. Mitcheson of a neighbouring estate, who gratuitously superintended the plantation for 18 months, left the country, and it is doubtful whether his successor will take the same interest in this work.

Anglo Vernacular School, Vírajendrapété.

23. The Vírajpété Anglo vernacular school has been opened in January 1869, and its progress is most satisfactory. There were 55 boys on the rolls when I inspected the school on the 31st March, of these 45 are Coorgs, 3 Massulmans, and 7 of other Hindu castes: 45 boys and 1 girl were present, and, considering the short time under instruction, they acquitted themselves very satisfactorily. The 2 sections have learnt 27 pages in the 1st English reader, 15 pages of

the English and Canarese translator, geography of Coorg, and the simple rules of arithmetic in English figures.

24. To secure a good Canarese elementary instruction to these boys, I appointed a Brahman assistant to the English teacher, Machia who is a Coorg, a relative of the present Head Sheristadar and a former pupil of mine. It is hoped that this school will prove a preparatory seminary for the Mercara Central School.

25. The substantial school house has been built by the people of the town with a grant-in-aid of Rs. 200 from Government. The present Pĕṭĕ Subadar, P. Appia, deserves great credit for his zealous co-operation in erecting the building and assisting the teacher.

26. Similar Anglo vernacular schools are now sanctioned for Kodlĭpĕṭĕ and Fraserpĕṭĕ, but as in the former place the people have not kept word regarding the promised erection of a school house, but expect every thing from Government, the benefit held out to them will be diverted to the people in Kiggatnad, who are not only very anxious for such a school, but also willing to erect a suitable building at their own cost.

Nad Schools.

27. Regarding the 25 *Vernacular Nad-Schools*, I am afraid a special report upon each, where information of the same character has to be repeated, would prove too wearisome. I have inspected every one of them, some only once, some twice, and some three and four times during the year. On the whole, I may express satisfaction with the stability and progress of most of the schools. Two new schools have been opened in Heravanad and Eymangala. Four schools have with great advantage been transferred to new localities, *viz*:—

The school in	Kumbaladala	to Hottur
Do.	Kagodlu	to Boykere.
Do.	Kirgur	to Marinad.
Do.	Kunjala	to Hatur.

The number of scholars attending these 25 schools has now risen from 869 last year to 1,064, amongst whom there are 843 Coorgs, including 71 girls. Of these 1,064 children, 968 belong to ryots, 64 to

officials, 30 to shop-keepers, and 2 to parents of other occupations. Their average age may be put down as 13 years.

28. Some of the schools containing such a number of children, that one man is unable to attend to them all, it seems to me proper to raise in such schools a small amount of fees to cover the pay of assistants. 3 assistant teachers who have just passed their examination after a course of instruction at the Central School will thus be provided for, viz., in Vírajpéṭé, Chembabellur and Karada.

29. No schooling fees have hitherto been levied at these nad schools, since the people built and maintained the school houses, an arrangement well in harmony with the spirit of the new rules, relating to the appropriation of schooling fees, in lieu of which the school houses and their repair may be taken.

30. The lessons in the nad schools are all of the same character, viz., reading of Bálashikshé, 2nd Book of Lessons, and Canarese Anthology; Colenso's first arithmetic in English figures, and geography of Coorg and India, besides copy writing, writing from dictation and composition. The girls have the same lessons with the boys, and where they stay long enough they are not behind their brothers in any task. In one school there are 18 girls, in another 8, altogether 40 more than last year, and their presence is a most pleasing sight in a school.

31. The school furniture consists of a black board on stand, a map of India, and a table and chair for the master, supplied by Government. The children buy their own books, paper, and slates.

32. It is very creditable to the Coorgs, that a more earnest desire for education, and a greater readiness to pay for it, exists amongst them than is to be found with any other class in the country. This characteristic is so marked, that the number of schools in any one talook or nad is indicative of the density of its Coorg population.

In Mercara Talook there are	3	Government Nad-Schools, and	
„ Padynalknad	do.	7	do.
„ Yadanalknad	do.	7	do.
„ Kiggatnad	do.	5	do.
„ Nanjrájapaṭṇa	do.	2	do.
„ Yéḷusávirasímé	do.	1	do.

33. The *quarterly conferences* with the 25 *nad-teachers*, 17 of whom are Coorgs and all trained at the Central school, have been regularly held, and it is highly satisfactory that they have been so well attended. Their object is, not only to bring the masters into a closer fellowship, but methodically to guide them in a body and to stimulate them to a healthy rivalry in their work, which, by the oral report of each, checked by my inspecting control, is laid before the conference and freely discussed, together with the task for the ensuing quarter. A model lesson is given by 3 teachers to the Canarese class of the Central School in the presence of all the masters, and afterwards criticised by them under the direction of the Principal. A lesson on school management or some other interesting subject for the instruction of the teachers generally closes the day's proceedings. It is on these occasions also that the teachers supply themselves with books at the Government Branch Depot, and bring to my notice their little wants and wishes.

Quarterly Conferences with Nad-Teachers.

34. It is evident that this personal intercourse with the masters must be followed by the best results upon their schools and the whole educational system in Coorg, and I am therefore anxious to bring the teachers of the private schools under the same influence. To do this, I should be able to offer them some remuneration for their trouble and road expense, which should not exceed one rupee a head. The whole annual cost for this purpose might perhaps come to Rs. 200.

GRANT-IN-AID SCHOOLS.

35. There is at present only one grant-in-aid school in Coorg, the *Anandapura Evangelical Mission School* with 32 pupils, and my late inspection of the same confirms my former opinion, that, as far as secular instruction is concerned, it does not hold a higher position, than that of the Government nad schools. There is a great want of elder children, who are early withdrawn by their poor parents for domestic labor. Besides religious instruction, the same lessons as in the nad schools are given, and the master is quite competent to teach them.

Evangelical Mission School, Anandapur.

PRIVATE UNAIDED SCHOOLS.

36. Upon further enquires I learnt that the number of *private schools* is much larger than reported last year. Classified according to the talooks, the following is their number of boys—

Talook.	No. of Schools.	No. of Pupils.
Mercara	5	74
Padynalknád	4	105
Yed nalknad	7	165
Kiggatnad	4	50
Nan,rájpaṭṇa	12	133
Yéḷusávirasímé	8	110
	40	637

37. The quality of instruction in these private schools requires no further remark : it is of the usual native type, and the Canarese people north and east of Mercara, to whom it appears as a sacred heir-loom, cling to it more than the Coorgs.

38. Bringing the state of education in Coorg under one comprehensive view, it would appear, that amongst a population of 113,581 souls, there are 27 Government, 1 aided, and 40 unaided schools, with a total number of 1,333 children under instruction, or *one* in every 85 people, a proportion which compared with other parts of India (according to the "Note" on the state of education in India during 1866—67), has no where been reached yet.

39. But whilst this numerically favorable and satisfactory condition has been obtained by the hearty co-operation of all the authorities concerned, it will be my object and ambition, gradually so to rise the character of all the Educational institutions in Coorg, that in efficiency also they may maintain a respectable position amongst their equals in other provinces. In this effort, I would as surely rely on the future support of my superior authorities, as I gratefully acknowledge to have enjoyed it in all my operations during the past year.

APPENDIX II.

TABULAR STATEMENTS.

1. Government Schools.
2. Grant-in-aid School.
3. Abstract of Educational Expenditure.

No. 3.

Abstract of Expenditure of the Educational Department for the year 1868—69.

Charges.	From Imperial Funds.			From Local Funds.			Total Expenditure.		
Inspection...	1,200	0	0	0	0	0	1,200		0
Instruction.									
Government Schools, General									
Higher Class	6,400	0	0	0	0	0	6,400	0	0
Middle Class	95	0	0	0	0	0	95	0	0
Lower Class	2,551	0	0	0	0	0	2,551	0	
Other Items	614	14	0	0	0	0	614	14	0
Grant-in-aid.									
Lower Class	76	0	0	87	0	0	163	0	0
Total.....	10,936	14	0	87	0	0	11,023	14	0

OFFICE OF THE D. P. I.
BANGALORE, *7th May* 1869.

B L. RICE,
Offg. Director of P Instruction

APPENDIX III.

STATISTICAL RETURNS.

STATISTICS OF INSTRUCTION

TABULATED IN THE FORM PRESCRIBED BY THE

STATISTICAL COMMITTEE.

A ECCLESIASTICAL.

B EDUCATIONAL.

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REVIEW BY THE CHIEF COMMISSIONER OF THE REPORT ON PUBLIC INSTRUCTION IN COORG FOR 1869—70.

1. The total number of children receiving education in the Government and aided schools during the past year was 1,545, as shewn in the margin, being an increase of 252 over that of the previous year.

In Government Schools	1,422
In Aided do	123

Description of School.	Government.	Grant-in-aid.
1. Higher Class	7,569	...
2. Middle do	1,040	...
3. Lower do	2,640	312
4. Female do	368	...
Total ...	11,617	312
Grand Total ...	11,929	

2. *Actual*—The total expenditure from Imperial Funds during the year was Rs. 13,652, of which Rs. 11,929 was distributed amongst the several classes of schools, as shewn in the margin.

3. *Central School.*—This is the only educational institution in Coorg that falls under the higher class. The number of pupils receiving instruction in it at the close of the year was 142,* and the Director's report of the result of his examination of the six classes into which the school is divided, is very satisfactory; the boys having been well taught, and possessing a good knowledge of the various subjects in which they had been instructed: of the 142 pupils, 86 belong to the English, 83 to the Kanarese and 23 to the Hindustani branches respectively.

Higher Class.

*Coorgs	82
Musalmáns	24
Brahmans	8
Other Hindu Castes ..	19
Christians .	9
Total ...	142

The cost of this school was Rs 7,569; the fees realized amounted to Rs. 225, being an average per pupil of Rs. 1—9—4, while the total cost of each pupil was Rs. 51—2—3.

The new school buildings have been in use during the year, but the project of getting the Coorgs to send their children to the boarding houses that have been erected in connection therewith, has not yet been realized, and it does not seem probable that it will be so, except perhaps to a limited extent, for some time to come, if at all.

The course taken by the Revd. Mr. Richter in this matter has been judicious, and it is hoped that his perseverance may be crowned with success in due time.

The attempt to establish a Coorg girls' school in connection with the arrangements of the Central School, has not, as yet, succeeded to any extent.

Middle Class.
*92 Coorgs,
7 Musalmans,
15 Other Castes.

The Anglo-Vernacular School at Virájapéṭé,—opened in January 1869, was the only school of this class opened during the year. The number of pupils under instruction at it was 114,* and their progress is favorably reported on.

The cost of the school was Rs. 1040, all provided from Imperial Funds; the average cost of each pupil being Rs. 11—8—10.

The accommodation of the school house being insufficient, its enlargement has been sanctioned.

Lower Class.

The number of District Schools was 25, the same as the previous year, the pupils having increased from 1,069 in 1868—69 to 1,158 during the past year. Of this number, 890 were Coorgs, including 92 girls.

These schools have been inspected from two to four times by the Revd. Mr. Richter during the year, and his, and the Director's reports of their progress, are satisfactory and encouraging.

The cost of these schools was Rs. 2,640, all provided from Imperial Funds; the average cost of each pupil being Rs. 2—7—5.

The attempt to raise fees from the pupils who attend this class of schools has not been successful, and the Revd. Mr. Richter strongly urges that an educational cess should be levied in Coorg for the main-

tenance of the school-houses, and the extension of elementary education generally in the Province. The subject is under enquiry.

Grant-in-aid Schools.

There are three * schools of this class in Coorg, with an aggregate attendance of 123 pupils—82 boys and 41 girls.

*1 German Mission School at Anandapura.
1 Roman Catholic Vernacular School } at Vírájapété.
1 Do Girls' School }

Of this number again, 50 boys and 33 girls are Christians, and the remainder Coorgs and Konkaṇís.

The German Mission and Roman Catholic Girls' schools are favorably reported on; but such is not the case as regards the Roman Catholic Anglo-vernacular school, and the Director recommends that it should be merely a vernacular school in future, the local Government school furnishing sufficient opportunity for learning English to those desiring to do so.

Private Unaided Schools.

The return of schools of this class given in last year's report, is stated to have been erroneous. Instead of 40 schools with 637 scholars, it now appears from the latest information, that there are only 22 schools with 343 scholars, as shewn in the following table.

Talook.	No of Schools.	No of Pupils.	Approximate Cost for 12 months.
			Rs.
1. Mercara	4	49	210
2. Padináknád	6	92	384
3. Yedanaknád	3	60	300
4. Kiggatnád	3	34	147
5. Yelusávirasímé	3	48	216
6. Nanjarájapaṭna	3	60	216
Total.....	22	343	1,473

In his concluding remarks, the Revd. Mr. Richter observes that, assuming that the present population of Coorg is 120,000, of whom about 25,000 are Coorgs, the number of boys under education in the Government and aided schools, gives a proportion of one child at school for

every 78 people of the general population, or nearly 13 per thousand; and as 1,082 Coorg boys and girls attend these schools, of one Coorg child for every 23 people of that race, or 43 per thousand, the proportion in the case of the latter being unusually large and satisfactory.

The Director draws attention to the great value of the Revd. Mr. Richter's services in the cause of education in Coorg, and the acknowledgments of Government are again due to that gentleman for the exertions he has made during the year under report, to render the departments under his control as useful and efficient as possible.

BANGALORE,
3rd October 1870:

R. J. MEADE,
Chief Commissioner of Coorg.

OFFICE OF THE DIRECTOR OF PUBLIC INSTRUCTION,
NANDIDROOG, *dated 27th May* 1870.

From

J. GARRETT, ESQ.,
Director of Public Instruction in Coorg.

To

CAPTAIN R. A. COLE,
Offg. Secretary to the Chief Commr. of Coorg,
Bangalore.

SIR,

I have the honor to submit my Report on Public Instruction in Coorg for the official year 1869—70, drawn up in the form prescribed by the Government of India.

2. I may first remark that the total increase of children receiving instruction in the Government and aided schools is 252 over last year's report, amounting in all to 1,545 pupils, of whom 1,422 are educated in Government institutions. If the estimated population of Coorg, 120,000, be correct, there is for every 78 people one child at school; but considering that the Coorg population is only 25,000, the 1,082 Coorg scholars shew a large percentage in favor of education amongst the Coorg people.

I. CONTROLLING AGENCIES.

3. No changes have occurred under this head.

II. GENERAL FINANCIAL STATISTICS.

4. The expenditure for the year was as follows:—

Charges.	Expenditure during 1869—70.	
	From Imperial Funds.	From Local Funds.
Direction with its subsidiary charges...	...	
Inspection	1,344	
Instruction (including all educational expenditure not coming under the above heads)	12.208	
Total Rs....	13,652	

5. Distributed amongst the different classes of schools, the expenditure on instruction stands thus:—

Description of Schools.	Government.		Grant-in-aid.	
	From Imperial Funds.	From other sources.	From Imperial Funds.	From other sources.
Higher Class	7,569	...	..	
Middle Class	1,040	...	...	
Lower Class	2,640	...	312	
Female School	368	...	..	
Total Rs...	11,617	...	312	

III. UNIVERSITY EXAMINATIONS.

6. No candidates for the University examinations have hitherto been sent from Coorg. In the Chief Commissioner's review of last year's report it was remarked that "Mr. Bowring does not think it essential to hurry on the curriculum to the University standard." The Government of India concurred in this opinion. But when I was in Coorg a few months ago, many of the principal inhabitants who were convened to discuss several subjects connected with education, expressed a wish that a Matriculation class should be formed in the school, in

order that their boys might have an opportunity of obtaining the same distinction that had been acquired by so many youths in Mysore. The Principal of the School, Mr. Richter, at once intimated his readiness to establish such a class; but I see from his report that, when the school reopened after the vacation, the advanced boys were all withdrawn, and it will be some time before the Matriculation standard can be reached by any of the boys now in the school.

IV. GOVERNMENT SCHOOLS.

A. Higher Class.

7. The Central School in Mercara is the only institution in Coorg that can be ranked under this head. It contained 142 scholars at the close of the official year, and I am able to certify from a careful personal examination extending over three days, that the six classes into which the 142 youths were divided had been well taught, and had a good knowledge of the various subjects to which their attention had been turned. My report will be found in detail in the appendix.

8. The completion of the new buildings for the Central School was noticed in the last report, but as the original scheme of boarding houses for the accommodation of boys and girls from the interior, was not brought into operation, I was deputed by the Chief Commissioner on a special mission to inquire fully into the causes of this apparent failure of an object which had originated in circumstances of great interest, and for the promotion of which the Government of India had sanctioned a large expenditure, in addition to the 9,000 Rs. contributed by the Coorgs themselves.

9. A meeting of the principal men in Coorg was convened to enable me to ascertain from a personal interview their views and feelings on the subject. They admitted that the object contemplated in the erection of the boarding houses was one of great importance, and that the buildings were in all respects admirably adapted for the purpose. They had not yet sent their children as the monsoon was only just over, and the arrangements for the reception of boarders were not quite completed. A further expenditure was needed on the dormitories, the amount of which they promised to raise themselves.

10. It was the opinion, however, of the Head Sheristadar and others that the Coorgs would not at present send their children to the

boarding school, as they would never like them to leave their own homes; others thought that gradually children would be sent, that a few would come at first, and that others seeing they were well and happy, would then send their children also.

11. I asked why they had subscribed so much money themselves for the erection of a boarding house if they did not fully approve of the principle, some replied that the money was subscribed for a school, that they had not clearly understood what was meant by a boarding house; others stated that it had been fully explained to them, that they understood and approved of the whole plan, and had no doubt that, in time, children would be willingly sent: but that we must not expect the boarding house to be filled at once; it would require time to remove all doubts from the minds of the people in the districts, and to give them all full confidence in the excellence of the scheme.

12. These men seemed to express the feelings of the majority: and I have no doubt that Mr. Richter's patient perseverance will in time be rewarded. Considering the strong affection the Coorgs have always manifested towards their children, it was not to be expected that they would at once agree to part with them for the sake of education.

Statistical Information.

Number of Institutions.	Average number of pupils.	Cost charged to		Total.	Annual Cost of educating each pupil.	
		Imperial Funds.	Other sources of Income.		Average Total.	Cost to Government.
1	148	7,569-0-0	...	7,569	51—2—3	49—9—4

Fees.		Pupils.			
Total Amount realized.	Average per pupil.	Hindus.	Mahomedans.	Others.	Total.
225	1—9—4	109	24	9	142

B. Middle Class.

Anglo-vernacular School, Vírájapété.

This flourishing school now contains 114 pupils. I visited it in November last, and was satisfied that the scholars were well taught. The accommodation was very insufficient, but an enlargement of the premises has now been sanctioned, and the school will thus be adequate for the wants of this thriving town. Of the 114 pupils, 92 are Coorgs, 7 Musalmáns, and 15 of other castes.

Kiggatnád Anglo-vernacular School.

14. The Kiggatnád people purchased a house and ground in a suitable locality and fitted up the premises for school purposes. Its establishment had to be delayed on account of the illness of the teacher, who had been appointed to the place, and the impossibility of providing a substitute at the time.

Fraserpété.

15. A good school-house is ready at this station provided by the people themselves, but from various causes the opening of the school has been delayed, though sanction was obtained from Government several months ago.

Statistical Information.

Number of Institutions.	Average number of Pupils.	Cost charged to		Total.	Annual Cost of educating each pupil.	
		Imperial Funds.	Other sources of Income.		Average Total.	Cost to Government.
1	90	1,040	...	1,040	11—8—10	11—8—10

Fees.		Pupils.			
Total Amount realized.	Average per pupil.	Hindus.	Mahomedans.	Others.	Total.
...	...	111	3	...	114

C. Lower Class.

Nád Schools.

16. The number of pupils in the twenty five Nád Schools has risen from 1,069 as reported last year, to 1,158. Of these, 890 are Coorgs, including 92 girls. The remainder consist of 246 Hindus of various castes.

Inspection.

17. I accompanied Mr. Richter into the interior, and inspected a number of the Nád Schools. The children, both boys and girls, read remarkably well, and their answers to various questions on arithmetic, the geography and history of Coorg, &c., were generally very good. The teachers had all been trained at Mercara by Mr. Richter, who voluntarily undertook the labor in addition to his regular work in the Central School, and has had the satisfaction of witnessing the great improvement that has been the result. There are nearly 100 girls reading in these schools, who remain in them far beyond the age to which they are usually restricted in India. It was a pleasing sight to see young Coorg women taking such an interest in the acquisition of knowledge, and so well able to use the books with which they had been supplied.

18. All the Nád Schools have been visited and inspected at least twice during the year, and some of them three or four times. It will be seen from Mr. Richter's report in the appendix that, notwithstanding some drawbacks, there is a decided progress observable, and that it is most marked where the teacher is well supported by the local officials.

Fees.

19. It has been suggested by the Government of India, in a review of the Coorg Educational Report, that fees should be raised in these Nád Schools, but all Mr. Richter's efforts to do this have failed even when the fees were for the maintenance of assistant masters. The people said that their contributions to the Central School buildings, and the sums they spent on the building and repair of the Nád School-houses, together with the cost of books, &c, were all they could do in this way. In such a damp climate as Coorg, the up-keep of the school-houses probably costs more than the amount generally levied for fees in the vernacular schools in other parts of India. It is the opinion

of Mr. Richter that there would be no difficulty in raising an educational cess for the maintenance of the school-houses, and the extension of elementary education generally.

Quarterly Conferences.

20. The quarterly conferences with the teachers of the Nád Schools have been held regularly and very well attended. Their object, as before explained, is to bring the teachers together and stimulate them to a healthy rivalry in their work. A model lesson is given, in the presence of them all, to the Kanarese class in the Central School, and afterwards criticised by them under the direction of the Principal. Lessons on school management and on the map of the world followed. During the year lessons were given by Mr. Richter on the opening of the Suez Canal, the steam engine, and the electrical machine, for the instruction of the teachers generally. This direct intercourse with the teachers must be in many ways beneficial, and if the teachers of private schools could be brought under the same influence an important end would be gained.

Statistical Information.

Number of Institutions.	Average number of pupils.	Cost charged to		Total.	Annual Cost of educating each pupil.	
		Imperial Funds.	Other sources of Income.		Average Total.	Cost to Government.
25	1,070	2,640	...	2,640	2—7—5	2—7—5

Fees.		Pupils.			
Total Amount realized.	Average per pupil.	Hindus.	Mahomedans.	Others.	Total.
...	...	1,152	4	2	1,158

D. Female Schools.

21. It will have been observed from the preceding account of the

Nád Schools that they have a mixed attendance of boys and girls, and there are 21 more of the latter under instruction than at the close of last year. The lessons are the same for all; and the girls shew as great an aptitude for learning, and often greater quickness and perseverance than the boys. In the girls' branch of the Central School Mercara, there are now eight girls in attendance.

E. Normal Schools.

22. The Normal teacher sanctioned for the Central School, for the training of the Nád teachers, has not yet been appointed; the work had consequently to be performed as heretofore by Mr. Richter. It is hoped, however, that a qualified person may be found to instruct a Normal class throughout the year, and which many of the masters of indigenous schools might be induced to attend.

V. PRIVATE INSTITUTIONS UNDER GOVERNMENT INSPECTION.

Anandapura.

23. There are three grant-in-aid schools in Coorg. The German Mission School at Anandapura, established for the benefit of Christian children, contains 33 pupils, 20 boys and 13 girls. The secular instruction is similar to that given in the Nád Schools, but being under the immediate superintendence of the missionary, the scholars make a more marked progress. The school-house built by the mission is a substantial erection, well adapted for the purpose.

Vírájapété.

24. The Roman Catholic Anglo-vernacular School at Vírájapéṭé was in a very languishing condition when I visited it in November last. It had suffered in consequence of not having a qualified teacher, and the boys knew nothing of the meaning of their lessons. I recommended that it should be made simply a vernacular school, as all who wish to learn English may do so at the Government school. The priest, with the funds at his disposal, might then have the services of an efficient vernacular teacher.

25. The Roman Catholic Girls' School in which all the instruction was given in Kanarese, was in a very different condition. The school mistress was equal to her work, and the girls answered questions on the books they were reading with great intelligence. They read remarkably well, and had a fair knowledge of the first four rules of arithmetic.

Girls' School, Vírájapété.

Private Unaided Schools.

26. It is difficult to obtain reliable information as to the number and attendance of private unaided schools. Last year's report gave 40 schools with 637 scholars; but Mr. Richter now states, after the fullest inquiry that the number is 22 with 343 scholars. As a means of carrying out the suggestions of the Government of India, in letter to the Chief Commissioner, dated Fort William, 12th February 1870, Mr Richter thinks that education should be compulsory, and supported by an educational cess levied throughout the country: adding "From experience I have reason to put little faith in sustained voluntary exertions of the Coorgs; they expect of a paternal Government that it should think and act for them, to promote their interests, and the above proposition may be a step in the right direction."

VI. SCHOLARSHIPS.

27. There are no scholarships attached to the Central School, nor have any exhibitions been hitherto instituted by private liberality in Coorg.

VII. EMPLOYMENT OF STUDENTS IN THE PUBLIC SERVICE.

28. No information is supplied in Mr. Richter's report to shew the precise extent to which appointments in public offices are given to students. But I believe the Central School has furnished most if not all, the best educated men who now fill important offices under Government. It is the knowledge of this fact that has led to such a general desire to share in the benefit of an English education.

VIII. ENGLISH LANGUAGE IN INDIAN EDUCATION.

29. In Coorg, as in Mysore, English is taught as a language, and used for the communication of the higher branches of knowledge, in which no vernacular books exist. In the lower classes great attention is paid to the study of the vernacular, before English is commenced: and in learning the latter language great assistance has been derived from the thorough study of Mr Gracter's work entitled "*The English Translator*," in which the system of Ollendorf is adopted, and has been found of great utility.

IX. BOOK DEPARTMENT.

30. The Government Branch Depôt at Mercara supplies the books required by the pupils in the various schools. The books are sold at cost price in every instance; the amount realized by these sales last year was Rs. 507—2—1, a much less sum than is entered as the result of the previous year's transactions. No new books were published, as those issued from the Mysore Government Press have generally been adopted. A little work on the history and geography of Coorg, printed at Mangalore, has been introduced into all the Nád Schools, and found extremely useful. A similar work respecting Mysore would be better appreciated in the Hóbli Schools there, than the general geography now used.

31. In conclusion I take the opportunity of recording my sense of the great value of Mr. Richter's services in connection with education in Coorg, as it is mainly owing to his personal exertions that such an amount of success has been achieved.

I have the honor to be
Sir,
Your most obedient Servant,
J. GARRETT,
Director of Public Instruction.

APPENDIX I.

REPORT OF AN INSPECTION OF MERCARA CENTRAL SCHOOL.

I devoted three days to the examination of the various classes in the Mercara Central School, and was quite satisfied with the results.

(*a*) The fifth class, consisting of 30 boys, read the second and third Kanarese reading books, and answered the questions proposed on the subjects of the lessons in a way that shewed they fully understood them. They also read written arzís with ease, and answered well in arithmetic.

(*b*) In the fourth class there were 32 boys present, who were examined in translation, in history, and in grammar. This class was not in as satisfactory a state as the other, owing to the frequent absence of the teacher from illness.

(*c*) The third class of 23 boys read the histories of England and India, lessons in English composition, translation from Kanarese into English and *vice versa*; they passed a good examination in all these subjects, as also in the map of the world, and their written exercises were all good.

(*d*) The second class was examined in the geography of India; in English grammar, the derivation of words, &c., in arithmetic, algebra, and the elements of Euclid; in history and general geography; they had evidently been well taught, but were slow in answering the questions proposed, and did not seem equal to many of the younger boys.

(*e*) The first class, who had nearly completed their course of study, passed a satisfactory examination in all the subjects to which their attention had been given. These included the first three books of Euclid; as far as simple equations in algebra, English poetry, botany, of which they displayed a good knowledge, history, geography,

arithmetic, grammar, and composition. If these boys were to remain another year under instruction, they might all be prepared to pass the Matriculation test of the Madras University.

(*f*) I was struck with the animation and cheerfulness that pervaded the whole school; all seemed happy in their work. The musical lessons may probably tend to produce this spirit. Altogether the Central School reflects the greatest credit on the Principal, who has brought it into such an excellent state, notwithstanding the demands made on his time and attention for a series of years by the building operations he has had to superintend.

J. GARRETT,
Director of Public Instruction.

APPENDIX II.

CENTRAL SCHOOL, MERCARA.

Principal's Report.

I have the honor to submit in the following paragraphs my Annual Report on the Educational Operations in Coorg under my supervision.

2. The Mercara Central School having been closely inspected by yourself, I may be brief on this subject.

3. The new school buildings proved a great convenience during the past year, and, with the exception of a few leaks from broken tiles, stood the monsoon well. It would, however, be still more satisfactory, if the debt of Rs. 1,756—0—2 incurred in completing the buildings before June 1869, were cleared off. An application to this effect to Government has not yet been responded to.

4. The number of pupils at the Central School at the end of the official year was 142, of whom 82 are Coorgs, 24 Musalmáns, 19 of other Hindu castes, 9 Christians and 8 Brahmans. The school would represent a much larger number, but with the termination of the curriculum in November and since then 31 boys left.

5. The classification of these 142 boys stands thus:—VI or lowest class 23, V class 33, IV class 49, III class 22, II class 10, I class 5; of the whole number, 86 belong to the English, 33 to the Kanarese, and 23 to the Hindustani branch of the Central School.

6. Whilst each class is taught chiefly by its own master, for some essons the teachers are exchanged, in order to bring them together with all the boys of the school, and to stimulate to greater exertions the masters of the lower classes when engaged with a higher form. Every Saturday oral and written examination questions are given throughout the school under the control of the Principal.

7. The work done in the first class up to November last comprised in English language—the whole of Morell's Grammar and

Analysis, 66 pages of Dalgleish's English Composition, the whole of Garrett's Manual of Conduct, 88 pages of Rice's Select Poetry; in English history the whole of Garrett's larger edition, in Indian history the whole of Morris' book; in mathematics the second and third book of Euclid, Todhunter's Algebra as far as equations inclusive, Barnard Smith's Arithmetic, decimals and the rule of three with numerous exercises; in general geography, Hughes' Asia, Africa and America, and the second half of Duncan's Geography of India; in botany, Macgillivray's Manual of vegetable anatomy and physiology completed; in singing, upwards of 60 English and Kanarese songs with melodies in two parts, and the elements of J. Curwen's Tonic Solfa method. In Kanarese the Kathá Manjari, Kathá Sangraha, Anthology with English translation, were studied, and the school grammar. A new first class having been formed in December, the same lessons were recommended.

8. It was hoped, especially after the expressed desire of the headmen to the Director, that with the outgoing first class a Matriculation class could be formed, but when it came to a decision, none of the young men wished to stay any longer at school, and their parents were likewise opposed to the plan, saying, their sons ought now to have learnt enough, to earn their own bread.

9. Of the lads who left the first class, four Coorgs studied under my special care two months longer, to qualify themselves as teachers. One was appointed in February master of the Vírájapéṭé Anglo-vernacular School, another fourth assistant of the Central School, the third took temporary charge of the third class, but was transferred to the Superintendent's Cutcherry, and the fourth volunteered in the fourth Class of the Central School with the prospect of an appointment to one of the new Anglo-vernacular Schools. Two lads left to attend to their private affairs, and one went to Bishop Cotton's Grammar School at Bangalore, with his three younger brothers who were pupils of the Central School.

10. With the exception of botany the second class had the same lessons as the first, but on a lower grade. It is with great regret that I have to report the departure of Mr. Graeter, my first assistant, to Germany, his time of engagement having come to a close. His faithful and devoted service for five years, gifted as he was with ability

for teaching and with linguistic talent, gained for him the affection of his pupils and the respect of his superiors. Unless succeeded by an equally able master, his loss will be greatly felt by the whole school.

11. The third class was for some months under the competent instruction of Rághavéndra Rao from Mysore, but the climate did not agree with him, and he was transferred to Narasipura. His frequent absence through illness and the temporary charge of other teachers interfered with the boys' steady progress. I doubt, whether his present successor is sufficiently qualified for his post. In this class the history of India and of England is studied in Kanarese, but a good foundation in English is laid by the use of Graeter's Translator on Ollendorf's system, and of Sullivan's Spelling Book Superseded. Grammar, geography and arithmetic are also taught in English.

12. The fourth class under the Coorg teacher Dévaiya, the son of the late Diván Nanchappa, and afterwards under Máchaiya and the volunteer Mallappa, studies the elements of English reading and writing with translation into Kanarese, in which language all the other lessons are given.

13. The fifth or Kanarese class gets a good grounding in elementary knowledge, comprising Kanarese reading of print and manuscript writing, arithmetic, and geography of Coorg and of India.

14. The sixth or Hindustani class is not so satisfactory ; the boys are irregular, owing to the poverty of many of them and their consequent vagrant habits, which neither teacher, nor kházi, nor elders are able to overcome.

15. All the boys of the three highest classes have to learn by heart the text of the English and Kanarese songs of the select singing class, and twice a week the whole school assembles on the gymnasium for exercises under the Principal. These general lessons are greatly appreciated by the boys, and much of the life and cheerful spirit of the school is owing to singing and gymnastics.

16. The Girls' School which was to be opened before the monsoon in a Coorg house, to bring the school and its teacher into favor with the Coorg women, who are still more conservative than the men, but which plan was disapproved of by Mr. Bowring, was at last esta-

b ished in the Central School in January last, but as yet only three Coorg and five Christian girls attend, and it is feared, that it will have to be closed again during the monsoon, when the Coorg girls will be unable to come. With the opening of the boarding house after the monsoon, this difficulty will be overcome. Of so tender a plant, as the Girls' School still is, not much can be said, but under the care of a native female teacher and under Mrs. Richter's supervision, it should flourish. Simple lessons in Kanarese and English and needlework, also the use of a sewing machine kindly presented by Mrs. Cole, comprise the course of instruction. Though the wealthier Coorg houses are not disinclined to send their daughters to the near Nád Schools, it will be difficult to induce them to patronize the Mercara Girls' School. In carring out this reformatory scheme, I find, how little one can rely on native professions and promises; but, whilst supported by a few of the most intelligent and influential Coorg chiefs, success must be the result of perseverance.

17. A doubt having been expressed by the late Chief Commissioner as to the correctness of my statement, that Mr. Graeter's injudicious act of treating some of the elder Coorg lads (18 to 21 years' old) in an undesigned manner to some tea in his private room, when the youths visited him at night, had no further injurious effect upon the at first alarmed Coorgs; I beg to adduce the fact, that on hearing of his intended departure, the Coorg head men requested Mr. Graeter to remain amongst them, and to renew his engagement at the school.

18. The fact, that the Mercara towns people, mostly settlers from Mysore, do not appreciate English education, is owing to their own ignorance and stolidity. Since their children on coming to the Central School are first under a Brahman teacher, they can have no cause to fear any interference with their caste, should any such suspicion be deduced from Mr. Graeter's proceedings. But he has now left India, and no other occurrence of the kind unconnected with him ever took place at the school. In a late conference with the headmen of the town, they declared they had no objections to the Government School, but what knowledge their children required, they could get at their doors in the bazar schools in their own old fashioned way, which pleased them best.

19. The school fees at the Central School which are at the rate of As. 2, 3, 4, 6, and 8 have produced only Rs. 225—1—0, and as last year were paid into the Government Treasury. The amount is very small, but, if it is considered that great demands were made of late on behalf of the Central School buildings and the boarding houses on the Coorg ryots, their wish of seeing the school fees abolished rather than increased, should not be deemed indicative of their appreciation of education. There are also many poor pupils of other classes exempt from fees.

20. With the completion of the Central School it appeared to me proper to call upon the Coorgs to carry out the original scheme of boarding houses, and with the approval of the Superintendent, I addressed a circular letter to the Coorg people, which with their replies appears in appendix III. It will be seen, that, however anxious the Coorgs may be for the education of their children, and however much they approved of the scheme proposed in 1862 as best adapted to their wants, they are extremely slow in deviating from their old ways, especially if the advantages to be gained are not as tangible as the rupees derived from the introduction of coffee cultivation, or from any other material change. The conservative habits of the people and their tantalizing spirit of procrastination can only be met and overcome by unfaltering patience and unceasing activity, and after the achievements of the past few years I do not despair of further progress and final success; but whilst practising the hard lesson of patience myself, I beg to be patiently dealt with by the higher authorities.

21. The alterations necessary for the accommodation of boys in the boarding house, which for three years served as a school-house, could not be effected in time for want of funds, the sanctioned budget having been received only in February : on this account even a small beginning became impractical, but iron bedsteads having now been ordered from England, and the alterations being now in course of execution, it is confidently hoped, that after the monsoon the boys' boarding house will be opened ; meanwhile voluntary collections will be made to raise funds for the purpose.

22. The school endowment coffee plantation, undertaken for the assistance of the same object, holds out fair promise of moderate

success. Being under my charge I visited it six times during the year, the last time when it was in blossom. The expected crop of 2½ tons may cover the year's expenditure, and in the succeeding year the out-turn may yield a balance to repay part of the advanced capital. Under favorable circumstances it may take 3 years more to clear the whole debt and to enable the committee to devote the proceeds to educational purposes. The thanks of the committee are due to Mr. Turnbull, Manager of a neighbouring estate, who kindly undertook gratuitously to look after the place, and whose judicious arrangements will ensure an economic working of the little estate.

23. In connection with the Central School it occurred to me to be advisable to establish a "Young Men's Association," consisting of my former pupils, and "any respectable young man who is anxious to improve himself and willing to contribute his personal share towards the success of the undertaking." An entrance fee of one rupee and a monthly subscription of 8 As. are paid by each member to defray current expenses. The meetings are held every Monday and Thursday evening from 7 to 10 at the Central School library room. Newspapers, periodicals and the books of the school library are perused. Lectures on natural philosophy, scientific and amusing exhibitions with the magic lantern, and musical exercises, vary the entertainments. I would fain hope, that this use of the library and the philosophical apparatus generously granted by Government, may be accepted as my best expression of the appreciation of and gratitude for the boon. The Association numbers already 22 young men, who are much pleased with the arrangement.

24. Of the three sanctioned Anglo-vernacular Schools, the one established in January 1869 at Vírájapété, closes the official year with 114 pupils, which shews an increase of 59 boys over last year's number, and is chiefly owing to the appointment of the Coorg youth Pálekánta Ayaṇṇa, a late pupil of my first class and specially trained for his work, for which he is peculiarly gifted. After the sanctioned enlargement of the school-house I expect still more boys will attend. My late inspection of this school gave me great satisfaction. Considering the shortness of its establishment, the progress already made is very gratifying. The aim of this and the other Anglo-vernacular Schools is

to educate the boys to the standard of the III class of the Central School, so as to promote them thither to the II class under an English teacher. The number of pupils being so great, it was absolutely necessary to divide them into an English and Kanarese section under separate masters, but as there was no Government allowance for an additional teacher I managed to pay him from other funds.

25. Amongst the 114 pupils, there are 92 Coorgs, 7 Musalmáns and 15 of other castes. Vírájapéṭé being in the centre of a district, most densely populated by Coorgs, it is natural that the Coorg boys should predominate, and even surpass the number of those at the Central School. This may likely be so for some years, till there is an influx into Mercara of pupils from the Anglo-vernacular Schools. If parents have a near opportunity of English instruction for their young children, it cannot be expected that they should send them to Mercara; but whilst thereby the number of boys at the Central School will be reduced for the present, a few years hence the advantage will be all the greater, when the new arrivals will be prepared to join a higher class, and rapidly pass through the school. Several of the younger boys of the Central School left for the Vírájapéṭé School, because it is near their home.

26. Regarding "Fees" at this school, they were to be raised at the rate of 2 and 4 As. per month, and for two months they were paid, and the money, Rs. 10, spent on thatching the roof. But upon a petition from the boys to abolish the fees, as their parents would send them to the Roman Catholic School, where no fees were demanded, I thought it right to suspend the regulation until further orders.

27. The Anglo-vernacular School in Kiggatnád was to be opened on the 1st March; but the appointed teacher fell ill, and the establishment of the school had to be delayed. The Kiggatnád people purchased at their own expense a house with ground near the talook-cutcherry, and they have now fitted it up as a school-house, which as seen by me a short time ago, will be a very suitable locality, though of a primitive style.

28. Between the people at Fraserpéṭé and those at Kodlipéṭé, where Anglo-vernacular Schools are to be established, it is difficult to

decide, which of the two are the less deserving; but after my last visit to both localities, I would give the preference to Fraserpété, where a good school-house is ready, and where the people seem now really anxious to do something for an English School, whilst the Kodlipété people only promise to collect Rs. 200 towards the erection of a school-house which Government is to build.

29. The twenty-five vernacular schools maintained on the whole their former efficiency, and several have decidedly improved. The number of pupils rose from 869 in 1867—68 to 1,066 in 1868—69 to 1,158 in 1869—70; of these 890 are Coorgs including 92 girls; amongst the rest there are 246 Hindus of various castes, 13 Brahmans, 7 Musalmáns and 2 Christians. Divided over the 6 talooks, the number of schools and pupils and their cost stands thus.

Talook.	No. of Schools.	No. of Boys.	No. of Girls.	Total No.	Cost to Govt.
					Rs.
1. Mercará	3	101	11	112	372
2. Padináknád	7	324	24	348	708
3. Yedanáknád	7	357	43	400	828
4. Kiggatnád	5	187	14	201	480
5. Yélusávirasímé	2	65	..	65	168
6. Nanjarájapatna	1	32	..	32	84
Total	25	1,066	92	1,158	2,640

30. The best schools are those at—

Chembabellúr	with	77	boys	and	13	girls
Kávati	„	65	„	„	5	„
Kaltod	„	41	„	„	9	„
Kántamúrnád	„	43	„	„	7	„
Benganád	„	58	„	„	4	„
Karada	„	71	„	„	11	„

and it is a great pleasure to come amongst these happy children, who greet you with an uproarious "Good Morning Sár!" irrespective of the time of the day; but out of their sparkling black eyes and delighted countenances radiates the morning of youth, that makes you feel, as if you were in the morning of life yourself! What I formerly adverted to, the presence of so many Coorg girls, is a most pleasing feature of these schools. The girls advance equally with the lessons of the boys, and are not unfrequently quicker in their answers.

31. The lessons in these schools comprise: Kanarese reading of the I and II Government Book of Lessons and of the Smaller Anthology, a collection of extracts from the best native authors, which they also learn by heart; in arithmetic the four simple and compound rules with weights and measures, the usual tables of multiplication; &c., &c., writing from dictation and copy writing; reading of manuscript papers; a short geography and history of Coorg and India, and composition of arzís and business letters.

32. It is evident from the number of pupils in some of the above mentioned schools, that the work is too much for *one* teacher. I therefore appointed assistants to Chembabellúr and Karada, to be paid from schooling fees; but when the people objected to fees, and I had only sufficient local funds for one assistant, I retained the one at Chembebellúr, and he did his duties with credit.

33. Having visited and examined every school, some twice, others three and four times, as the Anglo-vernacular School at Vírájapéṭé, and in many instances without previous notice, it gives me pleasure to state, that, though the work performed does not yet fully come up to the standard to be attained, and though I had some teachers to blame for their want of zeal, there is on the whole a decided progress observable, which is greatest, where a spirited teacher is well supported by the local officials. To effect their harmonious working and to place the teachers under official control, I used to send a statement of the result of my periodical inspection of each school to the respective teachers through the Subédars and Párpattégars of the district.

34. The school-houses are everywhere, except in the north and north-east of Coorg, in a good condition; that at Karada is a substantial large building, and reflects great credit on the nád people, even a pathway has been cut for some distance leading up to the school, and a space levelled round the house for a garden, an achievement which I am anxious to attain at all the schools.

35. My attempt to raise fees at these schools has failed, though the proceeds were for the maintenance of the assistant masters. The people said, that their contributions to the Central School buildings, and the up-keep of their Nád School-houses, were all they could or rather "would" do, and since Mr. Bowring desired me to levy school-fees "with the consent of the people," without it I had to give up the at-

tempt. Whilst aiming at improvements, no doubt, great care is to be taken not to raise a spirit of discontent and opposition in voluntary matters. The Coorgs, like their neighbours, are rather fond of their money, and not much disposed to voluntary payments, though ready to comply the with the Sirkar's demands. The hukum of the Government exercises still a magic power over them, and many a royt who knows what is for the benefit of his children and who is not averse to do what is good and right even at a personal sacrifice, still requires the Government hukum to decide him to final action.

36. With this knowledge of the Coorg character, and having greatly to rely on the co-operation of the native officials, it appears to me advisable, to make education in those districts, where Government Schools are established, compulsory, and to raise all over the country an educational cess for the maintenance of the school-houses, for the extension of elementary education and for the support of the boarding houses in Mercara. I have discussed the subject with many Coorgs during my last tour of inspection, and they seemed to be in favor of the scheme. From experience I have reason to put little faith in sustained voluntary exertions of the Coorgs; they expect of a paternal Government that it should think and act for them, to promote their interests, and the above proposition may prove to be a step in the right direction.

37. The character and influence of the quarterly conferences with the 25 district teachers are described in last year's report ; I may therefore only state, that they were regularly held during the period under review, and well attended, once without *one* absentee. Lessons on the map of the world, the opening of the Suez Canal, the steam engine and the electric machine were given by the Principal.

38. Of grant-in-aid schools there are now three, the Roman Catholic Anglo-vernacular School at Vírájapéṭé, the Roman Catholic Girls' School at Vírájapéṭé and the German Mission School at Anandapúr in Amathnád. They have been inspected by me several times during the year.

39. The first institution under the supervision of the Roman Catholic priest at Vírájapéṭé was for want of a proper teacher for 10 months in a precarious condition ; the number of pupils being small, on two occasions of my visits amounting to 18 and 21, and the work done unsatisfactory, as witnessed by yourself in November. After the

arrival of a better qualified master the school may rise. There is an English and Kanarese division, both together numbering 62 boys on the rolls, of whom 8 boys were in the first, 19 in the second section of the English division, and 35 boys in the Kanarese School, mostly very young children. Of the whole number of scholars, 32 are Christians, 18 Coorgs and the rest Konkaṇís. The last examination in March gave an unsatisfactory result as specially reported. Three boys from the Central joined this school, because their houses are near, and no school fees are levied. This school being simultaneously established with the reopening of the Government School, a rivalry sprang up between the two institutions; but by omitting to levy school fees, the grant-in-aid school, though endeavouring to gain an advantage, evaded the Government regulations, which were communicated to the priest, and according to which in paras 5—6 "Grants will be given to those schools only (with the exception of Normal School and Girls' Schools) at which fees of reasonable amount are required from the scholars." This evasion naturally reacted on the Government school and prevented me from continuing the collection of fees. As the enlarged Government Anglo-vernacular School at Vírájapété in conjunction with the Central School, should amply supply the educational wants of the district of Yedanáknád, it would appear advisable for the priest, to concentrate his operations in establishing a good parochial school for his numerous congregation.

40. The Roman Catholic Girls' School, for which a new building is being erected, numbers 28 girls of an age between 7 and 14 years, and includes besides the 20 Konkaṇi Christian, 8 Gentoo-girls. It is of an elementary character. Some of the older girls read Kanarese fluently, and know addition and the multiplication table, but the bulky Kanarese geography which they read is ill suited to their comprehension. They do not learn English, but twice a week they practise needlework. The school is in an orderly condition, and the Native Christian Mistress seems to be a woman of spirit and authority in her school.

41. The German Mission School at Anandapúr, established for the benefit of the Christian children of the congregation, numbers 33 pupils—20 boys, and 13 girls. The secular instruction is of the same standard as in the Government vernacular schools, but being under the immediate supervision of the residing missionary, the children have

greater advantages. They passed in reading, writing from dictation, and arithmetic, a good examination. At the cost of the mission a commodious and substantial school-house has been built, which may well serve as a model for the Coorg schools.

42. The private unaided schools are of so changeable a character that the correctness of a previous statement becomes soon unreliable. My latest information from the vernacular teachers assembled in conference, whom I had charged to make the strictest enquiry, is condensed in the following tabular statement :—

Taluk.	No. of School.	No. of Pupils	Approximate Cost for 12 months.
			Rs.
1. Mercara.	4	49	210
2. Padinâknâd.	6	92	384
3. Yedanâknâd.	3	60	300
4. Kiggatnâd.	3	34	147
5. Yĕḷusâvirasímé.	3	48	216
6. Nanjarájapaṭṇa	3	60	216
Total.	22	343	1,473

The adoption of my proposition in paragraph 36 would dispose of the question, how best to aid these schools and bring them under Government control, and would also admit of carrying out the suggestions of the Secretary to the Government of India, in his letter to the Chief Commissioner, dated Fort William, 12th February 1870.

43. All the school books required are paid for by the pupils, and obtained from the Government Branch Depôt at Mercara. Last year's sale produced Rs. 507-2-1.

44. In conclusion I may remark, that the total increase of children under education in the Government and aided schools is 252 over last year's report, amounting in all to 1,545 pupils, of whom 1,422 are educated in Government institutions. Assuming the population of Coorg at a figure of 120,000, there is for every 78 people *one* child at school ; but considering that there are perhaps only 25,000 Coorgs, the 1,082 Coorg scholars yield a large and satisfactory percentage in favor of education amongst the Coorg people.

G. RICHTER,

Principal.

APPENDIX III.

Address from the Principal of the Central School to the Subédars and Párpattégars and through them to the Takkás of each Nád with the permission of the Superintendent of Coorg.

GREETING TO ALL WHO READ THIS LETTER.

The Native Assistant and the Head and Náib Sheristadars acting in concert with me, I desire to address you on a subject important to you all.

When in 1862 you wrote a petition to Government, soliciting assistance for the establishment of a good English school with boarding houses for your sons and daughters, you no doubt were all in earnest, and sincerely desired that Government should comply with your request.

Government has most cordially and liberally granted your petition, and done more than you at the time had asked for. The large school house, the Principal's dwelling house, and the boys boarding house are now completed, and the girls' boarding house will soon be finished too.

Captain Cole, the Superintendent, Mr. Garrett, the Director of Public Instruction, and Mr. Bowring, the Chief Commissioner of Coorg, are most anxious to see your educational plans successfully carried out. It is now your task to fulfill your engagements and to make use of the ample means which Government has provided for the education of your children.

In your petition of 1862, you said, you had full confidence in me and Mrs. Richter, and that you would not hesitate for a moment, to leave your children to our parental care. Last year an occurrence happened through my Assistant, Mr. Graeter, which somewhat shook your confidence in the school; but my utter disapprobation of his proceedings and his impending return to Europe in a few months will, I trust, restore your former confidence in my direction of the school, which will be in accordance with the Government regulations.

I would now call your attention to the following points, and request that each Subédar will send his own opinion together with the reports from the Párpattégars of his Nád, after they have discussed the matter with the Takkás, so as to obtain an expression of the real wishes of the people. I expect these answers by the 1st September next, and hope every official will give me his cordial support.

The new Central School is capable of holding 300 boys. After a few alterations the boys' boarding school may accommodate 200 boys, and should be opened after the Huttari feast. The girls' boarding school will be large enough for 100 girls. As to food and lodging, both boarding schools will be entirely under Coorg management, and only voluntarily under my general supervision to maintain order.

A Coorg Overseer residing in the boarding house will attend to the cooking and sleeping of the boys, and a Coorg woman, say a respectable widow, will do the same for the girls. Each boy or girl, who has been received into the boarding house, will contribute his or her share in paddy and a little money every month for preparing the food.

Towards the pay of the Overseer a small fee will have to be levied, and Government may for the beginning grant a few rupees in addition. The salary for a Coorg matron, managing the girls' school, and for a female teacher, has already been granted. The girls' school for day scholars residing in Mercara may be opened at once, as a proper female teacher, who instructs now some Brahman girls in Mangalore, may be secured at a short notice.

For an elementary instruction in English an Anglo-vernacular school has been opened at Vírájapéṭé, and only three more will be opened, one in Kiggatnád, one at Fraserpéṭé, and the third in Kodlipéṭé; but these schools are only preparatory for the Central School, to provide for younger children, and cannot take its place. The more clever boys will be yearly promoted to the Mercara Central school. The future welfare of the Coorg people will greatly depend on the success of these plans.

What then, after mature deliberation and independent judgment, is your opinion of these matters ? And when you not only promise, but are resolved to *act*, how many boys in each Nád are there, whose parents

are willing and determined to send them up to Mercara after the Huttari? Those who do send their children may be assured, that both myself and Mrs. Richter will act towards them under all circumstances as father and mother. Thus alone can our work which is based on mutual confidence and good will, prosper and give satisfaction to all.

What more shall I say, but assure you that I am

Your friend,

MERCARA, 8*th June* 1869.

(Signed) G. RICHTER,
Principal, Government Central School.

REPLIES.

I. MERCARA TALOOK.

The Report, &c, of the Subédar of the Mercara Talook to the Principal.

I humbly beg to forward for your information the consultations of the ryots received through the Párpattégars of this talook, regarding the English school, and request your honor will be kind enough to return the reports as soon as possible. At present I am so engaged with my duties, that I have no time to examine the reports; but as I feel a great interest in the success of the boarding school, I shall enquire in person, on my annual jamábandi tour.

(Signed) KARIAPPA,
Subédar.

7*th October* 1869.

1. *The Consultations of the Takkás and Chiefs of Kántamúrnád.*

We, the undersigned, taking into due consideration the contents of your Circular, after having read it in the open assembly of our district, beg to state our opinion in the following lines.

Your honor's obliging disposition in establishing a boarding house at Mercara for the education of our male and female children gives us great pleasure, and having confidence in your honor, we made up our minds to send some of our lads to the Central School for studying English after the Huttari; but our younger sons are now instructed in

Kanarese in our district school; after they have learnt a little in Kanarese we shall gladly send them to Mercara.

We are advised by your honor's Circular that "Fees" would have to be paid on account of the Overseer, who is to look after the lads but being poor ryots we are not able to pay anything, &c., and we humbly crave that the Government may favor us with its aid.

Signed by 18 Headmen.

4*th October* 1869.

2. *The Report of the Párpattégar of Madikéri and Hálérinád.*

I received the Circular sent by the Revd. G. Richter, Principal of the Government Central School, with your Tákíd No. 42, dated the 30th June, and having circulated it, the following is the result.

The Takkás and chiefs say, that they are put to great inconvenience by sending their children to the boarding house, because they are poor and live in separate houses with their families, and further that they have no servants of their own to look after their cattle and other household duties ; but that during the time of leisure, after harvesting, they would gladly send their elder lads to receive instruction at Mercara. That after their younger sons were instructed a little in Kanarese, they would send them also to the Central School ; but that they have no means to supply them in the boarding house. This is the substance of the consultation held by the ryots of this district.

(Signed) Bomaiya,

23*rd September* 1869. *Párpattégar.*

3. *The Report of the Párpattégar of Kogodlunád.*

I personally desired the individuals of this district, who wished to send their children to the Central School after the Huttari, to give me their opinion. They did not agree to give any written statement ; but those of the wealthier families said, that they were willing to send a few lads ; as to the rest their intention was to do whatever the people of the other talooks would agree to.

(Signed) Ponnappa,

20*th September* 1869. *Párpattégar.*

4. *The Report of the Párpattégar of the Mudagherinád.*

The inhabitants of this district said that they were neither willing to send their lads to receive instruction at Mercara, nor to give any support for the payment of the Overseer.

(Signed) MADAIYA,
Párpattégar.

26*th September* 1869.

5. *The Report of the Párpattégar of Horúrunúrkalnád.*

The Takkás and chiefs of this district said that they were poor, and had no means to provide for their children in the boarding house. After their lads, who received at present instruction in the district school, were tolerably educated in Kanarese, they would send them to the Central School.

(Signed) MUTHANNA,
Párpattégar.

18*th September* 1869.

II. PADINAKNAD TALOOK.

The Report from the Acting Subédár of Padináknád to the Principal.

I, the undersigned, acting Subédar of Padináknád Talook, received the Notification sent by your honor through the Superintendent of Coorg with his Circular, No. 27, dated the 14th June 1869, and having forwarded copies of it, with my Tákíds to the Parpattégars of this talook for the information of the Takkás and Patéls, I now forward the received replies from the Takkás of each Nád in original for your inspection.

(Signed) MADAIYA,
Acting Subédar.

1. *The Consultation of the Takkás of Padináknád.*

We, the undersigned Takkás and chiefs of Padináknád, having taken into due consideration the contents of the Notification, dated the 12th June 1869, from the Revd. G. Richter, Principal of the Government Central School, after it had been read before the open court of our district, give our opinion in the following lines.

We do not desire to send our lads to the boarding house with provisions, or to grant any fee for the payment of the Overseer ; but we wish that the boys should go from their houses to school and receive their instruction as it was hitherto the custom.

Signed by 18 Headmen.

2. *The Consultation of the Takkás and Chiefs of Katrednád.*

We, the undersigned, do not agree to send our children to the boarding house, with provisions : but we desire that the boys should attend school from their houses and be instructed, at it was hitherto the custom.

(Signed) 56 Names.

5*th July* 1869.

3. *The Consultation of the Takkás and Chiefs of Kuyanghernád.*

We, the undersigned, do not desire to send our boys and girls to the boarding house ; but we wish the children should go from their own houses and receive their instruction, as it was hitherto the custom.

10*th August* 1869. Signed by 13 Headmen.

4. *The Consultation of the Takkás, &c., of Benganád.*

We, the undersigned, say that we are unwilling to send our girls to the Mercara Central School, but our lads and younger boys.

26*th August* 1869. Signed by 10 Headmen.

5. *The humble Petition of the Inhabitants of Thávunád.*

On learning the contents of the Notification sent by your honor through the Párpattégar of our district, we verily believed that the generosity, both of yourself and your affable mistress to desire the instruction of our ignorant boys and girls, was an inspiration by our true Goddess Kávéri Amma. Now we humbly state our opinion on the subject.

If we sent our children to Mercara which is more than 20 miles distant from our district, they will certainly injure their health from home sickness. Being acquainted by your honor's Notification that English schools, are to be established at Vírájapéṭé, Kiggatnád, Fraserpéṭé, and Kodlipéṭé, we humbly beg Government to open an English school in this densely inhabited district, which contains the holy shrine of Kávéri Amma, whither many foreign pilgrims come to perform their religious duties. If your honor will do us this favor, we are willing to assist in cash for the payment of the teacher, &c., according to our means; there may assemble 60 to 70 boys.

(Signed) 30 Names.

16*th September* 1869.

III. Yadnaknad Talook.

The Report of the Subédar of Yedanáknád Talook to the Principal.

I, the undersigned, Subédar of Yedanáknád Talook, beg to forward for your honor's information, the result of the consultations of the ryots of this talook, regarding the English school, and request your honor will be kind enough to return the reports as soon as possible.

13*th October* 1869. (Signed) Mandanana,
Subédar.

1. *The Report of the Párpattégar of Yedanáknád.*

The Notification sent by the Rev. G. Richter, Principal of the Government Central School, came to hand with your Tákíd No. 94, and having circulated copies among the inhabitants of this district I give the result.

The people say that they have a great desire to send their boys to receive instruction at Mercara, where already many of their children are instructed. The people have no objection to pay school fees and other expenses.

(Signed) Wuthaiya,
12*th October* 1869. *Párpattégar.*

2. *The Report of the Párpattégar of Amatlnád.*

With reference to your Tákíd No. 154, dated the 27th August 1869, I have the honor to forward for your information, the result of the consultations of the Takkás and chiefs of this Nád.

9*th October* 1869. (Signed) ACHAMMA,
Párpattégar.

The Consultation of the Takkás and Headmen, &c.

We, the undersigned, taking into due consideration the contents of the Principal's Circular, are glad to send our children to Mercara to receive instruction in the Central School. All our lads are now learning Kanarese in our school, but after one or two years of Kanarese study they will be sent to Mercara.

11*th September* 1869. (Signed) 14 Names.

3. *The Report of the Acting Párpattégar of Beppunád.*

With reference to your Tákíd No. 244, dated the 7th instant, I have the honor to inform you that the Takkás and Headmen of this district say that they have no desire to act according to the Notification.

(Signed) BIDDAIYA,
10*th October* 1869. *Acting Párpattégar.*

IV. KIGGATNAD TALOOK.

The Report, &c, of the Subédar of Kiggatnád Talook to the Principal.

The Notification sent by your honor regarding the English school, came to hand through the Superintendent of Coorg with his Circular Order No. 30, and I forwarded four copies of it with Tákíds to the different Párpattégars of this talook for the information of the Takkás and ryots. I also conversed with them personally regarding the future benefit their lads would derive from a good education, and having received the Párpattégars' statements, I communicate the result.

The ryots acknowledge with delight the great favor shewn by Government in establishing the boarding school at Mercara for the improvement of their children ; but they are very sorry that, by sending their young lads to the Central School, they are put to great inconvenience, as it is far away from this talook and as they cannot look after the bodily welfare of their children.

If the Government would be pleased to open an English school in this talook, they would willingly send their lads, after 2 or 3 years' instruction here, to Mercara to complete their education. By that time the young boys would also become a little stronger and improve in manners, so as to give less trouble. This is the substance of the reports.

(Signed) MADAIYA,
Subédar.

13*th September* 1869.

V. NANJARAJAPATNA TALOOK.

The Report of the Subédar of Nanjarájapaṭna Talook.

The notification sent by your honor regarding the English school, came to my hand, through the Superintendent of Coorg, with his Circular order No. 29, dated the 14th June 1869. I forwarded copies of it to the Párpattégars of this talook for the information of the Takkás, &c., and having now received the result of the consultations of the people, through the Párpattégars, as per their reports, I have the honor to state the result.

The inhabitants of this talook say, that they have no desire to send their children to the Central School, as it is far away from their abodes, and further they fear that their lads would injure their health by the change of climate.

If the Government were pleased to open a few more Kanarese schools in this talook, the people would send their boys to those schools. This is the substance of the report of the Párpattégars.

(Signed) APPANNA,
Subédar.

13*th October* 1869.

VI. Yelusavirasime Talook.

From the Subédar of Yéḷusávirasímé Talook.

I, the undersigned Ponnappa, Subedár of Yeḷusávirasímé Talook, received a Circular sent by the Superintendent of Coorg, (enclosing in his Circular No. 29, dated the 1st June 1869, a letter) regarding the English school, copies of this having been forwarded to the Parpattégars for information of the Takkás, &c. I now communicate the result of the consultations of the inhabitants of the different hóbḷís for your inspection.

(Signed) Ponnappa,
Subédar.

24*th August* 1869.

1. *The Report of the Párpattégar of Belahada Hóbḷi.*

I received the letter sent by the Revd. G. Richter, Principal, Government Central School, with your Tákíd No. 51, dated the 16th July 1869, and having made known the contents of the letter among the ryots of this hóbḷi, state the result.

The inhabitants of this hóbḷi say that they have no mind to send their children to study English in the Central School at Mercara, as it is far from their houses. If the Government will be pleased to establish an English school at Kodlipéṭé, then they will send some of our clever lads to that school, and further they say that they are unable to provide any means for building a school-house. I too believe that what the people say is just.

(Signed) Mallappa,
Párpattégar.

19*th August* 1869.

2. *The Report of the Párpattégar of Kodlipéṭé.*

The letter sent by the Principal, Government Central School, came to my hand with your Tákíd No. 61, dated the 16th July 1869, and having communicated the contents of this letter to the inhabitants of this hóbḷi, I give the result.

The people of Kodlipéṭé and of this hóbḷi say that they are unwilling to send their lads to the Central School at Mercara, as it is far from their habitations and the lads are ignorant of Kanarese.

If the Government will be pleased to open an English school at Kodlipéṭé and appoint a proper teacher who knows Kanarese and English, then they are desirous to send their children and give money according to their means for the building.

I have ordered the merchants to appear in your presence for consultation. In my opinion the inhabitants of this hóbḷi dislike to send their children to the Central School, after the Huttari feast; but there is no doubt, that the ryots as well as the merchants will assist towards the establishment of an English school at Kodlipéṭé.

(Signed) SIDDALINGAIYA,
21*st August* 1169. *Párpattégar.*

3. *The Report of the Párpattégar of Nidhta Hóbḷi.*

I received the letter sent by the Principal, Government Central School, enclosing with your Circular Tákíd No. 61, dated the 16th July 1869, regarding the English school. Having made known the contents of the letter among the Patéls and villagers of this hóbḷi, they discussed the matter, and this is the result.

They say that they live far apart from each other with their families, that their elder children are engaged in their household affairs, and the younger ones are neither able to live separately nor do their parents wish to let them go from home. They earnestly beg Government at present to open a Kanarese school in this hóbḷi for the education of their children, and after they are well instructed in Kanarese, they will send them to the school which will be established in Kodlipéṭé.

(Signed) MALLAPPA,
23*rd August* 1869. *Parpattégar.*

APPENDIX IV.

TABULAR STATEMENTS.

1. Government Schools.
2. Grant-in-aid Boys' Schools.
3. Do. Girls' Schools.
4. Abstract of Educational Expenditure.

No. 4.

Abstract of Expenditure of the Educational Department for the year 1869—70.

Charges.	From Imperial Funds.	From Local Funds.	Total. Expenditu e.
Inspection and its subsidiary charges.	1,344 0 0		1,344 0 0
Instruction.			
Government Schools, (General.)			
Higher Class	7,569 2 4		7,569 2 4
Middle Class	1,040 0 0		
Lower Class	2,640 0 0		
Female Schools	368 0 0		
Other Items	279 10 1		
Grant-in-aid.			
Lower Class	312 0 0		
Total.....	13,552 12 5		

OFFICE OF THE D. P. I.,
NANDIDROOG, *27th May* 1870.

J. GARRETT,
Director of P. Instruction.

APPENDIX V.

STATISTICAL RETURNS.

STATISTICS OF INSTRUCTION

TABULATED ACCORDING TO THE FORMS PREPARED BY THE

STATISTICAL COMMITTEE.

A. ECCLESIASTICAL.

B. EDUCATIONAL.

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REVIEW BY THE CHIEF COMMISSIONER OF THE ANNUAL REPORT ON PUBLIC INSTRUCTION IN COORG, FOR THE OFFICIAL YEAR 1870—71.

1. The increase in the total number of pupils in Government and aided schools in the Province is satisfactory, and it is gratifying to observe that the proportion of Coorg scholars to the Coorg population is large.

Para 2.

2. The appointment of a native Sub-Deputy Inspector for the supervision of the nád schools in subordination to Mr. Richter having been sanctioned by Government, the Principal of the Central School will be able to devote more time than has been hitherto practicable to his own work in that school; but while the supervision of the Central School and Anglo-vernacular schools is vested in the Inspector of the 1st Circle in Mysore, it will be desirable that, in the absence of the Inspector, Mr. Richter should continue to deal with references made in connection with those schools.

Para 3.

3. The increase of pupils in the Central School noticed in para 8 is satisfactory. The defects noticed in respect of some of the lower classes require attention and correction.

Paras 8 to 11.

4. The condition of the Kanarese class is satisfactory, but that of the Hindustáni class is very unfavorable, and the master should be dismissed if the state of his class continues to be so backward.

Para 12.

5. Colonel Meade was much pleased with the singing and recitation, when he visited the Central School in December last, and also with the measures taken for the physical training of the boys and for carrying out the boarding houses project.

Para 13.

6. The Principal's close personal attention to the school, and the satisfactory results of the examination as reported by the Inspector, merit acknowledgment; the method with which examination papers are answered by his pupils deserves special commendation.

Para 14.

7. The proposal for placing the Anglo-vernacular schools in immediate connection with the Central School, has the Chief Commissioner's approval.

Middle Class Schools, Para 16

8. The results of the inspection of the Anglo-vernacular schools at Vírájpété and Kudikere as reported, are very satisfactory. The number of the lower class schools now in operation, and the attendance of children of both sexes at them, are both encouraging, while the course of instruction pursued (para 20) and the progress made at them appear to be suitable and satisfactory.

Para. 17.

9. The Chief Commissioner has no doubt of the beneficial effects of the conferences held by Mr. Richter and the teachers of the nád schools, and trusts they may be continued.

Lower Class Schools, Para 20.

10. The large proportion of girls who attend the schools, and their aptitude for learning, are most gratifying; the special thanks of the local Government are due to Mr. Kolowandra Káriappa for his continuous and liberal support of education in Coorg.

Female Schools, Para 21.

11. The opening of a normal school was a very desirable measure; but the attendance at it at present is very small. It is hoped it may increase.

Normal School, Para 22.

12. The want of efficient supervision over the Vírájpété boys' school is to be regretted; it is hoped that a marked improvement will be made in this respect.

Government Aided Schools. Para 24.

13. The condition and progress of the girls' school at Anandapura and Vírájpété appear to be satisfactory.

Para 25

14. The suggestions made in this para to train and instruct the teachers at the normal school and to place these schools under Government inspection when funds become available from the levy of an educational cess, will be hereafter considered. In the meantime the number of these schools and of the pupils attending them regarding which no precise information has been obtained, can be made the subject of further enquiry.

Private Unaided Schools, Para 26.

15. It is a matter for regret that there are no scholarships at present attached to the Central School, and the Chief Commissioner would learn with satisfaction that some of the more wealthy residents in Coorg were induced to come forward and found some.

Scholarships, Para 27.

16. When the needs of Government are satisfied, scholars from the Central School will, doubtless, turn their attention to other occupations and will, it is hoped, supply the local Educational Department with masters, in which case, natives from Mysore will not longer be required for employment in it.

Para 28.

17. The Chief Commissioner concurs generally in the opinion that the object to be attained is the instruction of the mass of the people in Kanarese, and the promotion of a sound English education among the few who are best able to profit by it.

Para 29.

18. The arrangements regarding the supply of books, including the financial results, appear satisfactory.

Para 30.

19. The Director's eulogy of Mr. Richter's valuable services is fully concurred in by the Chief Commissioner.

Para 31.

"By Order,"

T. CLARKE,

Offg. Secretary.

BANGALORE,

22*nd July* 1871.

OFFICE OF THE DIRECTOR OF PUBLIC INSTRUCTION,
NANDIDROOG, *dated 29th May* 1871.

From

J. GARRETT, ESQ.,

Director of Public Instruction in Coorg.

To

CAPTAIN T. CLARKE,

Offg. Secretary to the Chief Commr. of Coorg,
Bangalore.

SIR,

1. I have the honor to submit the Annual Report on Public Instruction in Coorg for the official year 1870-71.

2. The returns shew that there are in Government and aided schools 1,766 children receiving instruction, being an increase of 255 over the number reported last year. If to these be added the 249 who are taught in unaided schools, the total will be 2015, or 1 in 60 of the whole population. But as the Coorgs themselves only number 25,000 and 1,194 of those who attend the schools are the children of Coorgs, the proportion is nearly 5 per cent amongst them.

I. CONTROLLING AGENCIES.

3. It has been decided that there should be a native Sub-Deputy Inspector for the nád schools under the supervision of Mr. Richter, who will thus have more time to devote to his work in the Central School.

4. The Central School itself and the Anglo-vernacular schools are inspected by the Inspector of the First Circle in Mysore. Mr. Richter's connection, however, with all the schools from the commencement has been so close, and his present interest in them so great, that they are all in various ways making frequent demands on his attention. He is always on the spot, and can be referred to when the Mysore Inspector may be far away.

II. GENERAL FINANCIAL STATISTICS.

5. The expenditure for the year was as follows:—

Charges.	Expenditure during 1870—71.	
	From Imperial Funds.	From Local Funds.
Direction with its subsidiary charges ...	...	...
Inspection	1,344 0 0	...
Instruction (including all educational expenditure not coming under the above heads)	13,689 4 2	...
Total Rs...	15,033 4 2	...

6. Distributed amongst the different classes of schools, the expenditure on instruction stands thus.

Description of Schools.	Government.		Grant-in-aid.	
	From Imperial Funds.	From other Sources.	From Imperial Funds.	From other Sources.
Higher Class	8,016	...	...	...
Middle „	1,469	...	...	...
Lower „	3,732	...	312	903
Female School	144	...	...	...
Normal School	16	...	...	...
	13,377	...	312	903

III. UNIVERSITY EXAMINATIONS.

7. None of the students in the Central School have yet been sent up to the matriculation examination. A class has recently been formed consisting of those who have left the school and are now in employment, who devote their morning hours to study of the matriculation text book, and should they persevere, it is thought some may pass at the next examination.

IV. GOVERNMENT SCHOOLS.

A. Higher Class.

Central School, Mercara.

8. The numbers in this school have increased from 142 to 231. This number includes 10 girls. The increase dates chiefly from January last. At the time of the Inspector's visit in December there were 182 present.

English Department.

9. The first class was examined in English Poetry and Grammar, Arithmetic, Algebera and Euclid, and the History of India. Three boys acquitted themselves creditably, especially the one at the head of the class. There was, however, some difficulty in working the examples given from Todhunter's Algebra, and in Arithmetic the operations should have been more quickly performed.

10. The second class did not do well, with the exception of two of the younger boys and one girl. The progressive arrangement of lessons in the poetry book had been unheeded, and pieces selected here and there by the master with little judgment, and as it appeared with no benefit to the pupils. Sufficient attention moreover had not been paid to algebra.

11. The third class passed a fair examination in the subjects chosen from the lesson list. But the exercises in Cornwell's Young Composer which require the filling up of ellipses in sentences, were imperfectly understood, and feebly done.

Vernacular Department.

12. The Kanarese class comprising three sub-divisions, had been carefully taught, and, in proportion to the ability of the boys and girls composing it, passed perhaps a more generally satisfactory examination than any other branch of the school. The Hindustáni class on the other hand was in a condition far from creditable to the master. The Inspector writes:—

13. "The practice of singing German and other airs, which has always been a prominent feature in the school exercises at Mercara, is kept up with as much energy as ever. I had half expected to hear the "*Wacht am Rhein*," but the music had only just arrived at the time of my visit. "*Auld Lang Syne*" however was given by the young moun-

taineers with a heartiness worthy of the Highlands. Map drawing is cultivated with success, and next year geometrical drawing will be resumed. Gymnastics continue to be popular, and drilling has been added to the physical training. Arrangements are also being made for a swimming bath."

14. "The condition of the school altogether, and more particularly of the first class, gives evidence of the closer personal attention on the part of the Principal, which has been rendered possibly by his release from the superintendence of building operations. Weekly written examinations have thus been held for some time past in the first and second classes, and with manifest improvement to the boys. The answer papers shewn to me were models of neatness, and a perfect contrast in this respect to what an examiner generally meets with in native schools."

15. "The continued progress of the school obviously depends on unintermitted supervision and instruction. How this is to be effected if the Principal charges himself with the inspection of all the schools in Coorg, present and prospective, is not clear: and I believe that Mr. Richter is not blind to its impracticability, though from motives easily understood and arising from an enthusiastic conception of his duty to the Coorgs, he seeks to combine the incompatible functions."

Statistical Information.

Number of Institutions.	Average Number of Pupils.	Cost charged to—		Total.	Annual Cost of educating each Pupil.	
		Imperial Funds.	Other Sources of Income.		Average Total.	Cost to Government.
1	147	8,016	...	8,016	54-7-10	52-12-0

Fees.		Pupils.			
Total Amount realized.	Average per Pupil.	Hindús.	Mahomedans.	Others.	Total.
262	1-2-6	107	...	40	147

B. Middle Class.

16. It is proposed to have five middle class schools in Coorg as feeders to the Central School at Mercara. Three of the five have now been established at Vírájpété, Kudikere, and Fraserpété. The other two at Padinálknád and Kodlipété will shortly be opened. In these schools sound but rudimentary English is taught, and when a certain stage is reached the boys are promoted to the Central School, where they are received into a suitable boarding house, when they have no relatives in Mercara able and willing to lodge them.

Vírájpété.

17. The school at Vírájpété has been very successful. The numbers in attendance are 142, though ten were promoted to the Central School after the last examination. The Inspector reports favorably of the state of the school in every respect.

Kudikere in Kiggatnád.

The Anglo-vernacular school at Kudikere is well attended, but as it was only opened in May 1870, there are only a few boys in the English class. The study of English is not commenced until a fair knowledge of Kanarese has been acquired.

Fraserpété

The school at Fraserpété was not opened till August 1870, and the number of pupils has been reduced by the prevalence of cholera in the town, so that at the close of the official year there were few names on the rolls.

Statistical Information.

Number of Institutions.	Average number of pupils.	Cost charged to—		Total.	Annual Cost of educating each pupil.	
		Imperial Funds.	Other sources of Income.		Average Total.	Cost to Government.
3	127	1,469	...	1,469	11-9-1	11-9-1

Fees.		Pupils.			
Total Amount realized.	Average per pupil.	Hindús.	Mahomedans.	Others.	Total.
...	..	124	2	12	138

C. Lower Class.

18. There are now 27 elementary Kanarese schools in operation, containing 1,329 pupils, of whom 89 are girls. Classified according to race 1,018 are Coorgs, including 81 girls; 19 Brahmans; 228 Hindús of different castes, 3 Musalmáns, and 1 Christian.

19. The course of instruction, all in Kanarese, comprises reading, writing and arithmetic; a brief geography and history of Coorg and of India; reading manuscript papers, and the composition of business letters. These subjects have made the schools popular; the people readily purchase the necessary books, and pay the cost of repairing the school houses, which were originally built or provided by themselves. Eight of the schools are mentioned as having attained a higher position than the others; but the work accomplished during the year in all is thought to indicate satisfactory progress.

20. The periodical conferences with the teachers have been regularly held, and have contributed to promote a healthy rivalry and to stimulate the intellectual activity of all. Mr. Richter justly attaches great importance to these meetings, and takes no little trouble to ensure the attendance of all the teachers.

Statistical Information.

Number of Institutions.	Average number of pupils.	Cost charged to—		Total.	Annual Cost of educating each pupil.	
		Imperial Funds.	Other sources of Income.		Average Total.	Cost to Government.
28	1,256	3,732	...	3,732	2-15-6	2-15-5

Fees.		Pupils.			
Total Amount realized.	Average per pupil.	Hindús.	Mahomedans.	Others.	Total.
14	0-0-2	1,284	32	42	1,358

D. Female Schools.

21. There are 89 girls attending the various boys' schools in Coorg. All study the same lessons, and many of the girls surpass the boys in intelligence and diligent application. The girls' boarding school is not quite finished, but will soon be ready for occupation. It has been built entirely at the expense of Mr. Kolowanda Kániappa, who has long been distinguished as a liberal promoter of education in Coorg. The 15 girls who now attend are at present instructed in needle-work, &c., by Mrs. Richter, and join some of the classes in the Central School for their other lessons.

E. Normal School.

22. During the year the Normal School in connection with the Central Institution was formerly opened; there are only five students under training at present, but their number is likely to increase, and Mr. Richter regards the establishment of this school as a great boon.

V. PRIVATE INSTITUTIONS UNDER GOVERNMENT INSPECTION.

23. Ther are only three grant-in-aid schools in Coorg. In the German Mission school at Anandapura the numbers have slightly increased, there being now 19 boys and 16 girls in attendance. The girls are taught separately by the wife of the resident missionary, and all seem to have passed a satisfactory examination when last visited by the Inspector.

Anandapura.

24. Various efforts have been made to improve the condition of this school. One teacher that promised well had to leave in the middle of the year, and there has been a want of efficient supervision from which the school has suffered greatly. The last report, however, indicates a change for the better; "marked progress" in some subjects, and "satisfactory answers" in others.

Virájpété Boys' School.

25. There are 25 girls in this school under the same mistress, a native Christian, who was mentioned so favorably last year. A new and convenient building

Virájpété Girls' School

near the church is now occupied, and the elementary instruction which the children receive is suited to their condition in life and communicated in an interesting and thorough manner.

Private Unaided Schools.

26. Conflicting accounts are received of the number of these schools. It appears to differ at different periods of the year. At some seasons it is the custom to close the schools that the children may assist their parents in gathering coffee, &c. At one period Mr. Richter ascertained the existence of 18 schools with 249 boys in attendance. He thinks that with funds available from the educational cess, teachers willing to attend the normal school might be further instructed and their schools afterwards placed under Government inspection.

VI. SCHOLARSHIPS.

27. It is to be regretted that there are no scholarshpis attached to the Central School. With five Anglo-vernacular schools in the Province acting as feeders to the Central Institution, which has a good boarding house attached to it, a few scholarships would be valuable as a means of keeping clever students from a distance until they had mastered English thoroughly and well. Some of the wealthy Coorgs may probably be induced to found a few scholarships with this object in view.

VII. EMPLOYMENT OF STUDENTS IN THE PUBLIC SERVICE.

28. The public service in Coorg is recruited entirely from the students of the Central School. In some instances youths who had gone through the prescribed course of instruction have been engaged as teachers, but only for a short period, as other departments of the public service presented greater attractions, and teachers have had to be imported from Mysore. This has often been a great disadvantage; natives of Mysore generally suffer in health on their first arrival in Coorg, and often throw up their appointments and leave the country before they become acclimatized.

VIII. ENGLISH LANGUAGE IN INDIAN EDUCATION.

29. The preceding report shews that English learners are still on the increase. English is the only language in which a higher order of education can be imparted. The vernaculars cannot at present be used for this purpose. In Coorg as in Mysore our object is to promote the knowledge of Kanarese amongst the masses, and encourage a thorough study of English amongst the few as the best means of spreading education through the Province.

IX. BOOK DEPARTMENT.

30. The Government Branch Depôt, Mercara, supplies the books required by the pupils in the various schools. The amount realized by these sales last year was Rs 526—7—6.

31. I cannot conclude this report without acknowledging again the valuable services of Mr. Richter in connection with education in Coorg.

I have the honor to be

Sir,

Your most obedient Servant,

J. GARRETT,

Director of Public Instruction.

APPENDIX I.

CENTRAL SCHOOL, MERCARA.

Principal's Report.

1. In the following paragraphs I have the honor to submit my Annual Report on the Educational Operations in Coorg under my supervision. They comprise the Central School, the Kanarese Nád Schools and the Aided Schools.

A. The Mercara Central School.

2. The Central School closes the official year with 231 pupils on the rolls, or 89 more than in March 1870. The increase is due partly to the promotion of the first section of the Anglo-vernacular school at Vírájpété and partly to new arrivals from the nád schools, from the bazar and the sepoys' lines in Mercara. The increase dates chiefly from January last.

3. Of these 231 pupils, 106 are Coorgs, 13 Brahmans, 27 Musalmáns, 15 Christians and 68 Hindús of various castes. Classed according to the occupation of their parents, 140 pupils are the sons of officials, 50 of ryots and 41 of tradesmen. Distributed over the six classes in the school, the sixth or Hindustáni class contains 27, the fifth or Kanarese class 40, the fourth class 104, the third class 30, the second class 25 and the first class 5 boys.

4. The *Hindustáni Class* with an average daily attendance of 15 boys has not much improved since last reported on; the parents, being adverse to a course of instruction opposed to their own notions of Musalmán lore, dislike the books provided by Government, and are satisfied with reading the Korán, with a knowledge of the Musalmán rites, a little bazar arithmetic, writing and reading of manuscript. School books have, however, been introduced, and are now in daily use. In the first section 40 pages of Persian Grammar, 5 pages of Letter Writing, the four simple rules in Arithmetic, 7 pages of Indian History, and 8 pages of Geography have been learnt; also the map of India and that

of the World have been used. The second section partly join in these lessons, and read separately Tálimnáma and the Korán, whilst the third section are engaged in spelling Arabic and Hindustáni.

5. *The Kanarese Class* under the able teacher Venkatrámaiya, and numbering 40 pupils on the rolls with a daily attendance of 27, of whom 7 are girls, made good progress in elementary knowledge of the same standard as that in the nád schools. With your sanction Venkatrámaiya, since the 1st March, entered upon his new duties as normal teacher and, I am sure, with good success. The Coorg teacher, Kunyappa, has been transferred from Hattúr to take his place.

6. The *Fourth Class* with 104 pupils on the rolls in March and a daily attendance of 78, is in charge of the Coorg teacher B. Dévaiya, son of the late Head Sheristadar, B. Nanchappa. The work being too much for one teacher, two monitors from the higher classes assisted him; but with the appointment of the sanctioned additional assistant a new class will be formed. The several sections of this class are grounded in the elements of the English language, but also continue in Kanarese their former lessons. A sketch of the History of England and of India, Graeter's Translator, Bangalore Geography, Irish Arithmetic, Circle of Knowledge and Grammatical Primer are the English books in use. The teacher Dévaiya has given me great satisfaction.

7. The *Third Class* contains 30 pupils, with an average daily attendance of 25. This class, as mentioned in my last report, suffered frequently through sickness of its masters, a disadvantage which continued till Mr. George Dunning, the youngest son of the Head Master of the Rája's school at Mysore, took charge of it in August last. The result of the examination in November was not very satisfactory, but I observed a considerable improvement at the end of the official year. The lessons in this class are, in Kanarese—Morris' History of India and of England, the first book of Euclid, Grammar, the Minor Anthology and the Third Book; in English—Sullivan's Spelling Superseded, Graeter's Translator, the Third Book, Irish Arithmetic, general sketch of the Globe and Asia in particular.

8. The *Second Class* as well as the Third has been reformed in the beginning of January, and the average daily attendance of the 25 boys

on the rolls shews a number of 20. Mr. Alfred Dunning took charge of this class in August after it had been left without a teacher for upwards of one month, the then acting assistant having fallen sick. In Mr. Dunning the class has the benefit of an English teacher, and though young and still inexperienced, I hope he will continue his laudable exertions and emulate the example of his distinguished father. The lessons taught in this class since January are, in Kanarese—Grammar, Anthology and Kathá Manjari ; in English—Sullivan's Spelling Superseded, Grammar, Manual of Conduct, Poetical Selections, Cornwell's Composer, Ancient and Modern History, Hughes' Geography, Duncan's India, Todhunter's Algebra, Euclid, B. Smith's Arithmetic, map-drawing and geometrical drawing. There are some promising boys in this class, if they only persevere in their studies.

9. The *First Class*, taught chiefly by the Principal, numbers only five boys, but with the formation of a new class and thenceforth the number will be much larger. Since January a new curriculum of lessons was commenced, comprising the following subjects :—in Kanarese, Grammar, Anthology and Kathá Sangraha ; in English, Morell's Grammar, Dalgleish's Composition, and the Matriculation Text Book, Collier's History of England and Hunter's History of India, in Mathematics Todhunter's Algebra, Pott's Euclid, exercises on the three first books, Mensuration of Surfaces and of Solids, Hughes' Geography of Africa and America, and Duncan's India with map drawing. Lardner's Natural Philosophy and Oliver's Elementary Botany.

The boys were regular in their lessons, and made considerable progress. I introduced this year the Matriculation Text Book as an experiment, but out of the five boys only one seems able and willing seriously to prepare for the examination. As formerly observed, the Coorg boys are not distinguished by that quickness of perception and brilliancy of intellect which are frequently observed in the Brahman youths. Though anxious to learn, the Coorg boys are slow and often dull, and shew little of a studious turn of mind which would readily help them to overcome the hindrances peculiar to their position. The exigencies of the Government service in the various departments offered allurements which proved irresistible to such young men who might have continued their studies with success. Ambitious as the Coorgs are

of holding a Government employment, many pupils of the upper classes would at the desire of their fathers spend their leisure at the cutcherries as volunteers only to secure a footing there, if it were not for the Superintendent's order, that no scholars are allowed to come there. Besides it should be considered, that the Coorg boys have in their parents no educated mentors to direct or appreciate their studies; education in Coorg has not yet descended to a second generation, all their learning the boys receive at school, and the home influence is not always of an encouraging kind. Many of the boys, being the sons of officials, have often the charge of the house affairs during the absence of their fathers and relatives on circuit, which interferes with their studies. Also the clan festivities and customs of the country frequently draw the boys away from school, and the returning pupils are not improved by the license of home. With these and other—at present perhaps unavoidable—difficulties the teachers have to contend; but where results only are taken into account, these hindrances are often overlooked to the disadvantage of the teachers.

10. Gymnastics and singing were joined in by the whole school, and both lessons maintained their popularity.

11. The school fees levied in the Central School amounted to Rs. 277-2-6, from a minimum fee of As. 2 to a maximum of As. 8.

12 The balance still due on account of the new school buildings was cleared off from the savings of the year's Budget.

13. The *Girls' School* under Mrs. Richter's gratuitous superintendence numbers as yet 15 girls; for needle work they form one class, but for book learning they join the suitable lessons of the boys in the different classes of the Central School. The female teacher, having disappointed our expectations, was discharged at the end of the year, but Mrs. Richter continues her work.

Mr. Kolowanda Káriappa, the Mercara Talook Subédar and the most liberal and zealous supporter of education in Coorg, has fulfilled his promise, and built at his own expense the girls' boarding house in the school-compound. It is a very convenient building and requires but little more to render it habitable.

14. With the completion of this building and the readiness for occupation of the boys' boarding house, the original scheme of the Coorgs, submitted to Government, which in its practical suitability was highly approved of by all the cognizant authorities up to the Governor General, is now on the very eve of fulfilment; and it is hoped that, though the proposition of a partial application to the boarding houses of the educational cess to be raised in Coorg, has not been approved of, the question may on reconsideration find a more favorable solution, so that both institutions may be opened without much further delay. There is no doubt, that boarders will be forthcoming as soon as funds are available for starting the establishments.

15. The Central School has been honored by a visit from the Chief Commissioner and his Secretary in December last on the day of the public anniversary, when a number of scholars diverted the numerous audience with recitations and songs. The short address of the Principal, given in the appendix, was most warmly responded to by Colonel Meade.

B. Anglo-vernacular Schools.

16. Three of the five Anglo-vernacular schools, which are affiliated to the Central school, are now established, the fourth will shortly be opened at Padinálknád and the fifth at Kodlipété, where a house is available free of rent, as soon as funds are available for the teacher's pay.

17. The one at *Virájpété*, in charge of the Coorg master Palikanda Aiyenna, proves a great success. It numbers now 124 pupils, 10 more than last year, but since 10 boys were promoted in January to Mercara, the increase over last year's attendance is 20. The school is divided into two classes, the one Kanarese, the other English. The former numbers 57 boys and 3 girls under the Coorg teacher Aiyeppa, and is of the same character as the other elementary Kanarese schools. The examination gave a satisfactory result. On closing the school at Kunchalla, I transferred Aiyeppa to Vírájpété and his predecessor Krishnaiya to Padinálknád at his request as his house is near the school.

The English master P. Aiyenna has under his charge 64 boys who are divided into two sections, and who study the lessons of the fifth and fourth class of the Central school respectively. The zeal and success of Aiyenna are most praiseworthy; he requires however an English

assistant. Of his first section ten boys were promoted in January last to the third class of the Central school, and they get on well. This number is the first influx from one of the district Anglo-vernacular schools and augurs well for the future. By this arrangement, from at least three schools in Coorg Proper (Padinálknád, Yedanálknád and Kiggatnád Talooks), the Central School will annually receive a considerable reinforcement after a few years, when it will be able to discharge more completely and satisfactorily its proper functions as a Central and High School.

18. The existing school house at Vírájpété being too small for so large a number of boys, Rs. 540 were sanctioned last year for an additional room, and I succeeded in having a new house built, adjoining the old one, for Rs. 600 on contract, but the contractor proved very untrustworthy and gave a great deal of trouble. The house will, however, be habitable within a few days, and being supplied with coir matting and new furniture it will be much appreciated by the English class, the old house, also matted, is reserved for the Kanarese class.

As the school is on the high road of South Coorg and close to the travellers' bungalow, I had many opportunities to visit and inspect it. Also the Superintendent and Mrs. Thomson paid it a visit and seemed pleased with its condition.

19. *The Anglo-Vernacular School at Hudikere*,—in Kiggatnád Talook and close to the cutcherry, was opened in May 1870, and on amalgamating with it the neighbouring Kanarese school at Tachimakeri with its teacher Nanjunda, the number of pupils soon rose to 96; but whilst Kanarese lessons are given throughout the school, English is commenced by those boys only who have passed through the elementary Kanarese class. The Kanarese teacher has not given me satisfaction, and will be transferred to a less important school, as soon as practicable.

The English master, Eychettira Máchaiya, a Coorg of good family, and son-in-law of the present Head Seristadar, does his work according to his abilities, which for the benefit of the school ought to be of a higher order; but the great difficulty is to obtain efficient teachers for these distant localities, which, being in the jungle away from villages properly so called, have no attraction, whatever the pay, except for natives

of the same place. Máchaiya, whose home is in Beppunád, went to Hudikere with great reluctance and remains at his post only in the hope of soon getting a cutcherry appointment. My last examination of the school in December was creditable to the master; only the pronunciation of some of the boys was defective. All but two boys were Coorgs, and they are all eager to learn English, a feature prominent among the Coorgs.

20. The school house being but a temporary shed, I proposed the construction of a substantial building on the top of the slope at the bottom of which the present hut stands. The available land of about one acre belonging to the school, if turned into a coffee garden, might in time yield enough produce for the up-keep of the school-building. The plan and estimate of this and of the school house at Padinálknád have been submitted to and approved of by the Chief Commissioner and may be carried out in 1871—72.

21. *The Anglo-vernacular School at Fraserpété*, which was opened in August 1870 in a convenient building, the former kotwál's cutcherry, thoroughly repaired at the expense of the townspeople, has not answered my expectations. The number of pupils is still very small, amounting to only 24 on the roll, though the head men in their petition and at my conference with them stated, that upwards of 50 boys would attend. According to the teacher's report it is only the wealthy shopkeepers and chettís who desired an English school, others were obliged to sign the petition and therefore did not send their children. Twice I visited the school, and the last examination on the 9th February was satisfactory in its results. The boys read the First Book well, and as shewn by their answers understood their lessons well; also in arithmetic and dictation they excelled, only in geography they were deficient. There are no Coorg boys in this school.

The school has been supplied with a set of new furniture, consisting of desks, benches, table, chair, blackboard and maps.

Cholera having broken out in Fraserpété, the attendance of the school was reduced to 3 boys; I therefore closed the school on the 8th March and allowed the teacher to take his previously sanctioned two months' leave on substitute for his wedding at Trichinopolly. The epidemic having not yet subsided, the Talook Subédar deemed it no

advisable to open the school before the end of April ; besides no substitute has been sent.

22. Sufficient room being available, I located in the same schoolhouse, the Kanarese school, called Fraser's school, maintained with the interest of an endowment of Rs. 300 given by the late General Fraser in 1834 for the purpose. The Brahman teacher proves, however, very obstinate in conforming to the mode of teaching as practised in the other Government schools, and though repeatedly directed to attend at the Central school for instruction to pass an examination and to be placed on the same footing as the other teachers, he has not yet complied, nor introduced the Government school books. This disobedience can, however, no longer be borne, and I would propose to have the teacher removed, if he does not submit on re-opening the school.

C. Elementary Kanarese Schools.

23. There are 24 separate elementary or nád-schools, but since there is, except the Hindustáni school, a purely Kanarese class at the Central School and at the Anglo-vernacular schools at Vírájapété and Hudikere, the total number is 27 with 1,329 pupils and an average daily attendance of 903. Of the whole number of 1,329 pupils, 1,018 are Coorgs, and amongst them 81 girls, 228 Hindús of other castes, 19 Brahmans, 3 Musalmáns, and one Christian. Classified according to the occupation of their parents, 115 are the sons of officials, 1,156 of ryots, and 58 of others.

24. Divided over the six talooks, the number of elementary schools and of pupils and their cost to Government are exhibited in the following table :—

Talook.	No. of Schools.	No. of Boys.	No. of Girls.	Total No.	Cost to Govt.
					Rs.
1. Mercara	3	118	5	123	420
2. Padinálknád	6	350	19	369	664
3. Yedanálknád	8	398	54	452	961
4. Kiggatnád	6	202	9	211	662
5. Yélusávirasímé	2	95	2	97	228
6. Nanjarájapatna	2	77	...	77	168
Total	27	1,249	89	1,329	3,103

25. The course of instruction in all these schools comprises the following lessons :—the I, II, and III, Book of Lessons, and the Smaller Anthology which the scholars learn by heart; the four simple and compound rules with the current weights and measures, the usual tables of multiplication, writing from dictation, and copy writing, reading manuscript papers, a short Geography and History of Coorg and of India, the Map of the World, and composition of business letters.

This course of instruction seems to please the people, and they have no objection to their buying the necessary books which are supplied by the Government Branch Depôt.

26. Having but lately examined every school, the work accomplished during the past year indicates on the whole a satisfactory progress. The shortcomings of some of the teachers, adverted to in my last report, have in some instances been amended, in others they found their solution by the resignation of the respective teachers. On reorganizing the elementary schools since 1863, I was anxious to retain the services of the existing village teachers; but in doing so, it could not be avoided to get men who were either not sufficiently qualified for their duties, or who from long habit could not easily find themselves into the new order of things. All the masters had to pass an examination, but in the beginning it was not a difficult task. As however, new schools were established and younger candidates offered themselves, the standard of their examination was raised, and the old teachers were requested to work up to it, and at the periodical conferences had to give an account of their self-improvement. Making the increase of their pay dependant on their efforts, several teachers of independent means who disliked further study, preferred to resign their posts and to revert to their farm work. Thus the teachers of Betiethnád, Ponnapété and Kumbaladala resigned lately, but one vacancy has already been filled up, and in a short time the other two posts will be taken up by younger and better prepared men. No blame attaches to the teacher of Betiethnád, B. Aiyenna, who begged to resign on account of private affairs.

27. The six schools singled out last year as the best amongst the whole number, have maintained their position, and two more may be added; they are in order of merit:—

Kaltód	with	39	boys,	11	girls,	total	50
Benganád	„	56	„	3	„	„	59
Karada	„	88	„	12	„	„	100
Kávati	„	67	„	4	„	„	71
Chembabellúr	„	64	„	11	„	„	75
Hattúr	„	45	„	10	„	„	55
Dévangere	„	51	„	2	„	„	53
Kántamuruád	„	47	„	3	„	„	51

28. The school houses which are built and kept in repair by the ryots, have in some places been neglected; but a temporary transfer of the teacher to some other locality until the needful repairs were accomplished, had a salutary effect.

29. Except at the Central School no fees have been raised at any of the other schools for reasons stated in my last report.

30. Applications for the establishment of elementary schools have been received from the following places; but the petitioners were put off until the educational cess, proposed in my last report, had been decided upon:—

Biligunda	in	Ammatnád
Colepété	„	Do.
Besgúr	„	Kiggatnád
Hudikere	„	Do.
Baghisodlúr	„	Do.
Singatúr	„	Benganád

Mercara for a Tamil school.

It is satisfactory to know that their wishes may perhaps soon be complied with, and that still more schools, where required, may be established.

31. In fixing, however, the number of schools supposed to be required, according to the number of villages, which nominally amount to 508, one would fall into a serious mistake; for in Coorg Proper a village means a few vargás or farms along a rice valley, and not an aggregate of houses joined into one community; of the latter description, but of a very insignificant character, there are 282 villages, or more than half of

the whole number in Coorg, spread over an area of 353 square miles in the two talooks of Nanjarájapatna and Yélusávirasimé with a population of 28,763 souls, and they are just those localities, where the people, with very few exceptions, care least for education and where they shun the least exertion or sacrifice on behalf of schools, as I repeatedly pointed out in former reports, and as is clearly attested by the facts, that of the whole number of boys under instruction, *viz.*, 1,329, there are 1,018 Coorgs and only 228 of other Hindu castes, and that there was not one application from these two talooks for new schools. It is only the Coorgs who are anxious for education and willing and eager to obtain it. Their example is to induce the other castes to seek the same advantages for their children, and the existing scheme of gradually extending primary education without appearing to force it upon the people, seems to be best calculated to succeed. This mode of proceeding admits also of a careful selection and preparation of the needful teachers. Considering that of the total population of Coorg about 25,000 are shifting jungle tribes and coffee-estate laborers, whose children will not come to school, and that besides the Coorgs and the scattered 5,700 Musalmáns, there are about 60,000 Hindús of all classes, and most of them indifferent to education; it appears reasonable to suppose, that with 50 more elementary schools, this jungly mountain country of 1,585 square miles will be well provided for years to come.

32. *The Normal School* recently established at the Central School for the education of teachers, will prove a great boon. There are at present five candidates under instruction, but until the boarding house is rendered available also for their abode, they will hardly be able to stay in Mercara; with the funds from the educational cess this obstacle will be removed, and a larger number of teachers may be trained with the assistance of an additional master.

33. The *periodical conferences* with all the nád teachers have been regularly held at the Central School and have been well attended. They prove an effective means of controlling and improving the labors of the teachers, and of cherishing that spirit of emulation amongst them without which no true progress is possible in a collective body of men.

D. Aided Schools.

34. There are three grant-in-aid schools in this Province, the Roman Catholic Anglo-vernacular school and girls' school at Vírájapéte and the German Mission school at Anandapura in Ammatnád. The first school receives a grant of Rs. 15 per mensem, the second 5 Rs and the third Rs. 6. I inspected these institutions several times during the year.

Having submitted to you a special report on the Roman Catholic Anglo-vernacular school after my inspection in the beginning of February, when I found it in a very unsatisfactory condition, I deemed it proper to visit it again on the last day of March in order to do full justice to the institution, and I found a marked progress on the last occasion. Still there seems to be no reason to modify the reduction of the grant during the ensuing year. On my last visit, out of 47 boys on the rolls 35 were present; 4 of these belonged to the English section, 15 to the English-Kanarese and the rest to the Kanarese section. There are three teachers, an East Indian, a member of a religious brotherhood, and two natives. The master, Mr. Pereira, from whose energy and apparent ability I expected a great improvement of the school, was obliged to leave in the middle of the course last year, and his successor took charge of it in the beginning of the year. There seems to me a want of fixed purpose and method of instruction in this school; there is apparently no time-table. Arithmetic is rather slightly attended to, the English or first section has not gone beyond the compound rules, Euclid is not attempted, but the boys of this section are physically and intellectually weak and frequently suffering from sickness. Their reading has improved, and their writing, both copy and dictation, fair. In the map of the World and of India in particular their answers were satisfactory.

35. *The Girls' School*, under the same native Christian mistress who managed the school so well last year, occupies a new and commodious building near the church. It numbers 25 girls of an age from 6 to 14 years, and the Kanarese instruction is of an elementary character. I had no opportunity to see the needle work of the girls in which they are instructed twice a week, the school seems to be in a healthy condition, and the children much attached to their mistress. The grant of Rs. 5 per mensem is well applied.

36. *The German Mission School at Anandapura*, attended chiefly by the children of the Christian congregation, numbers 19 boys and 16 girls, and is in charge of a Christian teacher, educated at Mangalore, the first Holiya who ever attained such a status. Under the daily superintendence and co-operation of the residing missionary and his wife, the school enjoys great advantages, but the prevailing dullness of the children is an obstacle to a progress commensurate with the exertions of the teachers. The secular instruction of the school is of the same standard as that in the Government schools, and the examination proved on the whole satisfactory. Out of three boys and one girl in the first section, two boys solved correctly a sum which the first or English section of the Catholic school at Vírájpété failed to solve. In dictation four boys wrote without any mistake, and their hand writing throughout is good.

The girls' school being kept separately and under the management of the wife of the missionary, deserves a grant of the same amount as that at Vírájpété.

37. Of the unaided *Private Schools* little can be said. At various periods of the year, for the schools are not regularly kept, there were 18 schools in existence with a total number of 249 boys. With funds available from the cess, those teachers of these schools who are willing to attend the normal school may be further instructed, and their schools afterwards placed under Government control.

38. The total number of children under instruction, both in Government and aided schools, is 1,766 or 255 more than in the year previous, and if the 249 boys from the unaided schools are added the school-going portion is to the assumed population of one lac and twenty thousand as one to sixty ; but considering that there are probably only 25,000 Coorgs, of whose children 1,194 attend school, the school-going youth is nearly five per cent in the whole Coorg clan, a result which, when compared with other parts of India, can hardly be considered unsatisfactory.

G. RICHTER,

Principal.

APPENDIX II.

Short Address on the Anniversary of the Central School, 19th December 1870.
By the Principal.

COLONEL MEADE, LADIES AND GENTLEMEN.

On opening the proceedings of this afternoon, I feel it my pleasing duty, in the name of the Coorg youths and their teachers to offer a hearty welcome to you, Colonel Meade, the Chief Commissioner of this Province, on your first visit to Coorg, and to your esteemed Secretary, Captain Cole, on his return to the country where his distinguished labors have called forth a grateful remembrance by the inhabitants. I sincerely thank you for the honor conferred upon this institution by your presence to-day.

It is in the nature of things in India, that frequent changes occur in the *personnel* of Government, and with them modifications of policy and administration; but education in Coorg, since its establishment in 1857 and reorganization in 1861, enjoyed the good fortune of unvarying patronage and hearty support from every successive Chief Commissioner and Superintendent of Coorg; to which pleasing fact I can testify from an experience of 14 years, during which period four Chief Commissioners and eleven Superintendents held sway over this country! I only wish that under these circumstances, education, which is desired by the Coorgs and fostered by Government, had progressed still more satisfactorily than it has done; yet "*Never resting nor too much hasting*" seems to me the best method of progress, applicable to Coorg.

Ten years ago, when I first entertained the present educational scheme, the features of which are a Central School with boarding houses for boys and girls at Mercara, five Anglo-vernacular schools, one for each talook except Mercara, elementary Kanarese schools all over the country, and a training institution for vernacular teachers, I thought myself fortunate if I could get at least 500 Coorg boys under my instruction and control; to day I am happy to state, that in the thirty Government schools under my charge, there are 1,562 pupils and amongst them about 100 Coorg girls. Representatives from nearly every one of these

schools are here assembled with their teachers, all eager to express their joy and gratitude for the benefit of education, which a paternal Government has bestowed upon them. Also a number of Coorg girls from the distant nád-schools were anxious to be present, and I am told, cried for grief not to be able to accompany their brothers and join their more fortunate sisters at Mercara.

The state of the Coorg Educational Department having only lately been reviewed by yourself, I need not dilate on this subject. I would only remark that the Central School which numbered 142 pupils in March last, is now attended by 176; the Anglo-vernacular school at Vírájpété has increased from 114 to 130; that at Kiggatnád newly opened numbers already 90; and there are amongst the whole number of 25 nád schools 11 with over 50 pupils and one with even 100.

It has been feared that the project of getting the Coorgs to send their children to the boarding houses, erected for the purpose, would not be realized; but I am happy to state, that preparations are being made to open the boys' boarding house early next year, and the Coorg headmen are determined to render the undertaking towards which they subscribed so liberally, both practical and successful, however small the beginning may be.

The girls' here present evidence, that a girls' school has been established in connection with the Central School, and their needle work there on the table will shew that they are not slow in appreciating and acquiring some of the skill for which their European sisters are famous. The erection of the girls' boarding school, vigorously taken in hand by the Mercara Talook-Subédar, Kolowanda Káriappa, and carried out at his own expense, will be finished in a short time, when also girls will be received as boarders.

To carry the principle of self help, which from the beginning was a marked feature in our educational scheme, to a still more practical application, and to render our future boarding establishments independent of public charity as well as of Government support, the Coorg head men have decided to raise with the Government sanction an educational cess from amongst themselves and all the Coorg ryots, and in time to come

the endowment coffee plantation may increase the funds to spread primary education in places where as yet no Government schools have been established. Thus our scheme will gradually but surely and efficiently be developed.

The Central School has been examined three weeks ago by the Inspector of the I Circle of Mysore, and a written examination preceded his inspection. The unfortunate illness and changes of several masters retarded the progress of the second and third classes. To give an idea of the course of instruction and the attainments of the higher classes, I would beg leave, that a few boys may be permitted to read out their *bonâ fide* answers to the set examination questions, after which others will attempt to engage the attention of the audience by some dialogues and other English recitations, and should it be agreeable to you, those pupils who are deemed worthy of a prize, would no doubt feel all the more honored, were they to receive their prizes from the hands of the Chief Commissioner.

In conclusion I beg to offer my thanks to all friends of native education here present for their interest in our proceedings, and especially to those who contributed to so liberal a bestowal of prizes.

G. RICHTER,

Principal.

APPENDIX III.

TABULAR STATEMENTS.

1. Government Schools, Higher, Middle and Lower Class.
2. Do. Normal School.
   Do. Girls' School.
   Grant-in-aid Boys' Schools.
   Do. Girls' School.
3. Abstract of Educational Expenditure.

No. 3.

Abstract of Expenditure of the Educational Department for the year 1870—71.

Charges.	From Imperial Funds.			From Local Funds.			Total. Expenditure.		
Inspection and its subsidiary charges	1,344	0	0	...	...	..	1,344	0	0
INSTRUCTION.									
Government Schools.									
General.									
Higher Class	8,016	4	2	...	...	...	8,016	4	2
Middle „	1,469	0	0	...	..	..	1,469	0	0
Lower „ (Kanarese)	3,540	0	0	...	..	...	3,540	0	0
„ „ (Hindustáni)	192	0	0	...	..	...	192	0	0
Female Schools	144	0	0	...	...	...	144	0	0
Special.									
Normal Training School	16	0	0	...	...	...	16	0	0
Grant-in-aid.									
Lower Class	312	0	0	...	...	...	312	0	0
Total.....	15,033	4	2	...	...	...	15,033	4	2

Office of the D. P. I.
Nandidroog, 29*th May* 1871.

J. GARRETT,
Director of Public Instruction.

APPENDIX IV.

STATISTICAL RETURNS.

STATISTICS OF INSTRUCTION

TABULATED ACCORDING TO THE FORMS PREPARED BY THE

STATISTICAL COMMITTEE.

A. ECCLESIASTICAL.

B. EDUCATIONAL.

IV.

STATISTICS OF INSTRUCTION.

A.

Ecclesiastical.

Return of Religious Institutions of Various Denominations in the Province of Coorg for the year 1870—71.

	Number of Churches or Institutions.	Number of Ministers or Priests.	Number of Persons attending Worship.	Income.				Explanatory Remarks.
				Paid by Government.	From endowed Property.		From Fees and Offerings.	
					In Land.	In Money.		
Christian	5	4	1,130	2,525	...	...	...	
Hindu	838	612	86,040	13,890	8,385	1,002	5,521	
Mahomedan	13	5	1,884	...	36	4	...	
Sikh	...	...	...	...	...	...	...	
Budhist or Jain ...	3	...	20	...	62	...	...	
Total.....	859	621	89,074	16,415	8,483	1,006	5,521	

Office of the D. P. I.
Nandidroog, 29*th May* 1871.

J. GARRETT,
Director of Public Instruction.

IV.

STATISTICS OF INSTRUCTION.

B.

EDUCATION.

General Statement of Educational Institutions in the Province of Coorg for the year 1870—71.

	GOVERNMENT INSTITUTIONS.												PRIVATE INSTITUTIONS AIDED AND UNAIDED.																
					Teachers.		Income.			No. of Persons instructed in			Class.						Income.			No. of Persons instructed in							
	Number.	Number of Students on the Roll.	Average Attendance daily.	Average Age.	Christian.	Others.	Public Funds.	Fees.	Total.	English.	Vernacular.	General.	General.	Hindu.	Muhomedn.	Christian.	Total.	Average Attendance daily.	From Endowments.	From Fees.	From Government Grant.	English.	Vernacular.	General.	Grand Total of Schools.	Grand Total of Average Attendance.	Proportion of Attendance to Population.
COLLEGES—																												
Arts																												
Professional. ...																												
SCHOOLS—																												
Higher	1	147	85	...	2	4	8,016	262	8,278	147	147	...	...	...	...	...	...	...	...	...	...	...	...	...	1	85		
Middle	3	148	108	...	...	3	1,469	...	1,469	138	138	...	...	...	...	...	...	...	...	...	...	...	...	...	3	108		
Lower	28	1,348	1,069	...	...	28	3,540	14	3,554	...	1,338	...	...	20	1	3	24	404	...	...	312	19	410	...	52	1,473		
GIRLS' SCHOOLS—																												
Higher																												
Middle																												
Lower	1	15	12	...	1	1	144	...	144	8	7	...	...	...	...	1	1	18	...	...	...	...	15	...	2	30		
NORMAL SCHOOLS—																												
For Masters ...	1	5	5	...	...	1	16	...	16	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	5		
For Mistresses ...																												
Total.....	34	1,663	1,279	...	3	37	13,185	276	13,451	293	1,630	...	...	20	1	4	25	422	...	...	312	19	425	...	59	1,701	1 in 66	

OFFICE OF THE DIRECTOR OF PUBLIC INSTRUCTION,
NANDIDROOG, 29*th May* 1871.

J. GARRETT,
Director of Public Instruction.

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I.	Principal's Report	17—30

REVIEW BY THE CHIEF COMMISSIONER OF THE ANNUAL REPORT ON PUBLIC INSTRUCTION IN COORG, FOR THE OFFICIAL YEAR 1871—72.

1. The increase in the number of pupils under instruction in the Government and aided schools, as compared with the previous year, is shewn to have been 21·6 per cent, which is satisfactory. The proportion of Coorg pupils included in the above has increased from 5 to 6 per cent on the total Coorg population of the Province. The number of girls under instruction has increased from 89 to 130.

Para 2.

2. The Inspector of the 1st Circle of Schools in Mysore performed the duty of inspecting the Central School at Mercara, and the Anglo-vernacular schools in the talooks. The inspection of the vernacular schools was vested as heretofore in Mr. Richter, Principal of the Central School, aided by a Native Deputy Inspector, a Coorg, who is reported to have carried on his duties in an efficient and satisfactory manner.

Para 3.

3. The general financial statistics shew that the total expenditure of the year from imperial funds, under all heads, was Rs. 13,620, against Rs. 15,033 in 1870, of which Rs. 192 consisted of a grant in-aid.

Paras 4 to 5.

4. The despatch of three Coorg pupils from the Central School to Bangalore, to study for the Matriculation examination at the High School, merits notice, as being the first instance of any of the Central School pupils aspiring to that standard.

Para 6.

5. The number of pupils in the Central School increased from 231 at the close of 1870 to 248. The number of Coorg pupils was 144, against 106 in the previous year. The total number included 16 girls.

Para 7.

6. The report of the several classes in the English Department is satisfactory ; but it is a subject for regret, that this is not the case as regards the Kanarese

Paras 8 to 9.

and Hindustáni classes, both of which clearly require more competent masters than those at present in charge of them. The proposed appointment of a trained master from the Hindustáni Normal School at Bangalore to the Hindustáni class, will, it is hoped, add greatly to its efficiency and progress.

7. Colonel Meade had again an opportunity of visiting the Central School during his tour last December, and was much pleased with the singing and recitations, and the arrangements generally for the training of the pupils.

Para 10.

8. Now that the boarding houses for the residence of the girls and boys are ready, a commencement should be at once made, as proposed, in the occupation of that for the boys, by certain minors who are Government wards, to be followed similarly by the occupation of that for the girls, by certain female minors. Once the example is set, the numbers required to fill these buildings will probably soon be made up.

Paras 11 to 13

9. The necessity for the Revd. Mr. Richter's quitting his charge for a time, and proceeding to Europe is to be regretted; but the Chief Commissioner trusts that his place as Principal will be successfully filled by Mr. Staunton during his absence.

10. The charges of the Central School aggregated Rs. 7,049, the whole of which was defrayed from imperial funds. The amount of fees realized was only Rs. 407—11—0. The average cost per pupil was Rs. 29—3—11.

11. The results of the inspection of the Anglo-vernacular schools at Virájapéte, Hudikere, Fraserpéte and Napoklu are, on the whole, very encouraging.

Middle Class Schools.
Paras 15 to 20.

12. That at Virájapét is already far in advance of the others, and the opening of a Hindustáni branch in connection with it, as proposed, will greatly add to its local usefulness. The transfer of ten pupils from this institution to the Central School is a satisfactory mark of progress.

13. The defects in the progress of the boys on certain points in the school at Fraserpéte, have no doubt received the requisite attention from the Inspector. The establishment of a Hindustáni branch in connection with this school also, is a desirable measure.

14. The exertions of the Subédar of Padinálknád in the establishment of the School at Napoklu, merit special notice in these remarks.

15. The subject of the proposed measures for the establishment of the school sanctioned for Kodlipéte should be separately reported on. The people of this promising town have hitherto shewn singular indifference regarding the school.

16. The number of pupils attending the four Anglo-vernacular schools was 179. The charges under all heads aggregated Rs. 1,565, the whole of which sum was defrayed by Government. The average cost of each pupil was Rs. 9—3—4.

Lower Class Schools.
Paras 21 to 27.

17. The number of the lower class schools open during the year was 27, but it will be increased gradually to a maximum of 84, as may be found desirable and practicable.

18. These schools were attended by 1,512 pupils, of whom 113 were girls; of the total number of pupils, 1,165 were Coorgs. The large proportion of female scholars is an interesting feature of these institutions.

19. The course of instruction in these schools and their progress as described in paras 24 and 25 of the report, appear to have been satisfactory and encouraging The conferences between Mr. Richter and the teachers have no doubt been beneficial to the latter, and their continuance during his absence will, it is hoped, be satisfactorily provided for.

20. The total cost of the 27 schools during the year was Rs 4,510, the whole of which was defrayed by Government. The average cost per pupil was Rs. 3—5—8.

21. At present no fees are levied from the pupils who attend the

middle and lower class schools, but the school houses are kept in repair by the ryots. Hereafter, it will be no doubt necessary to impose light fees in all schools of these classes, but the time for doing so has not yet arrived.

Female Schools. Para 28.

22. The total number of girls receiving instruction in the Government and aided schools was 161. They mingle with, and receive the same education as the boys, and some of them are equally forward, and shew as much intelligence as their male companions. The occupation of the girls' boarding house will doubtless increase the number of girls under instruction.

Normal School. Para 29.

23. The measures that have been adopted for the establishment of the Normal School on a really efficient footing, will, it is hoped, bear fruit in providing a well trained staff of teachers for the schools in Coorg. The masters of the indigenous schools should receive every encouragement to benefit by the opportunity it offers to them of qualifying for employment in the Government schools, which are supplanting their own.

Government Aided Schools. Paras 30 to 32.

24. There are only three grant-in-aid schools in Coorg, *viz.*, one for boys and girls maintained by the German Mission at Anandapúr, and two for boys and girls respectively, maintained by the Roman Catholic Mission at Vírájapéte. The report of the former is very satisfactory, but both the Virájapéte schools are in a backward condition and require better arrangements and apparently more attention. The total number of pupils under instruction in these schools was 146, of whom 102 were boys and 44 girls.

Private Unaided Schools. Para 33.

25. The number of private unaided schools has, after careful enquiry, been found to be 28, with an attendance of 403 scholars. The fee paid for instruction at these schools is stated to be from four to eight annas per mensem, which appears to be very high for the education they afford. The support given to the schools is, however, stated to be uncertain, and it is hoped that the masters generally will join the Normal School.

26. Colonel Meade concurs with the Director that the establishment of a few scholarships in connection with each of the Anglo-vernacular schools would be a very desirable and useful measure. When the arrangements lately sanctioned by the Government of India for placing education in Coorg on a proper footing, are fairly set going, this question can be considered. In the meantime, some of the wealthy Coorgs might perhaps be induced to found a few such scholarships.

Scholarships, Para 34.

27. The fact that the officials generally in Coorg are composed of persons educated at the Central School, ought to give a great impetus to education in the Province. The number of youths, however, who are now qualifying, is vastly in excess of the requirements of the public service, and the great majority of them will have to look to other employment to afford them the means of a livelihood.

Para 35.

28. The Chief Commissioner concurs in the views expressed in para 36 of the report, and considers that they should be carefully acted up to.

Para 36

29. The arrangements regarding the supply of books for the use of the schools, and the financial results, though smaller than in the previous year, appear to have been satisfactory.

Para 37.

30. The Revd. Mr. Richter's report on the educational operations in Coorg during the past year, is a highly interesting document, and gives an encouraging account of the progress of the several schools referred to therein. His zealous labors in the cause of education in Coorg have often received the thanks of the Local Government and merit fresh acknowledgment in concluding these remarks, with the expression of Colonel Meade's hope that he will, in due time, return restored in health, to the scene of his past year's exertions.

"By Order,"
J. PUCKLE,
Offg. Secretary.

BANGALORE,
6*th July* 1872.

OFFICE OF THE DIRECTOR OF PUBLIC INSTRUCTION,

BANGALORE, *dated 25th June* 1872.

From

J. GARRETT, Esq.,

Director of Public Instruction in Coorg.

To

COLONEL J. PUCKLE, .

Offg. Secretary to the Chief Commr. of Coorg.

SIR,

1. I have the honor to forward my Annual Report on Public Instruction in Coorg for the official year 1871—72.

2. The total number of children under instruction in Coorg amounts to 2,452, being an increase of 437 over the number reported last year. In Government schools there are 1,939, of whom 130 are girls; of the boys, 1,309 are Coorgs. This shews that 2 per cent of the whole population are taught in schools; and nearly 6 per cent of the Coorgs.

I. CONTROLLING AGENCIES.

3. The Inspector of Schools in Mysore, 1st Circle, visits Coorg for the purpose of inspecting the Central School in Mercara, and the Anglo-vernacular schools in Vírájapéte, Fraserpéte, Hudikere and Napoklu. For the inspection of vernacular schools a Deputy was appointed, a young man of respectable Coorg family, who had passed with credit through the Central School, and been employed as teacher in the Anglo-vernacular school at Vírájapéte. Mr. Richter testifies to the quiet, conscientious, and efficient way in which the work of inspection has been carried on.

II. GENERAL FINANCIAL STATISTICS.

4. The expenditure for the year was as follows :—

Charges.	Expenditure during 1871—72.	
	From Imperial Funds.	From Local Funds.
Direction with its subsidiary charges ...	...	...
Inspection	1,634 0 0	...
Instruction (including all educational expenditure not coming under the above heads)	11,986 1 0	...
Total.....	13,620 1 0	...

5. Distributed amongst the different classes of schools the expenditure on instruction stands thus :—

Description of Schools.	Government.		Grant-in-aid.	
	From Imperial Funds.	From other Sources.	From Imperial Funds.	From other Sources.
Higher Class	7,049	...	...	...
Middle „	1,565	...	...	...
Lower „	4,510	...	192	89
Female School	144	...	...	...
Normal „	160	...	...	...
	13,428	...	192	89

III. UNIVERSITY EXAMINATIONS.

6. Three of the most advanced boys in the Central School have been sent to Bangalore for the Matriculation examination of December next. In Mercara itself none of the boys have hitherto reached that standard.

IV. GOVERNMENT SCHOOLS.

A. Higher Class.

Central School, Mercara.

7. The numbers have risen to 248, of whom 144 are Coorgs, 18 Brahmans, 28 Musalmáns, 43 Hindús of various castes, and 15 Christians, including 6 Coorg and 10 other girls.

English Department.

8. The first class failed to some extent in mathematics at the last inspection ; in history they answered fairly ; in geography they were accurate though not as ready as they might have been, but received much credit for their map-drawing In natural philosophy all answered fairly, and one particularly well. The second class shewed that considerable improvement had been made during the year. The pupils did well in poetry and arithmetic, and fairly in grammar and geography. The third, fourth and fifth classes acquitted themselves satisfactorily on the whole, but owing to the large number of pupils in each the inequalities were very marked.

Vernacular Department.

9. The Kanarese class is also a very large one, and did not appear to the Inspector anything like so well trained as last year. The mere reading of the class was good, but explanation of what was read was poor, and acquaintance with arithmetic not satisfactory. Mr. Richter accounts for this decline by the resignation of the former Brahman teacher because of his wife's illness ; an equally efficient successor has not yet been found. It is difficult to induce men to leave Mysore for Coorg, unless a much higher pay be offered. The Hindustáni class seemed to have slightly improved ; but in order to make it more popular and efficient, it has been determined to appoint a trained teacher from the Hindustáni Normal School in Bangalore, and to place the present master in the Normal School with a view of qualifying himself for a teacher's certificate. This arrangement will be carried out immediately.

10. The whole school join in singing songs in Kanarese, set to German and other airs. In place of gymnastics cricket is now practised. A swimming bath is nearly ready.

11. The building for a girls school has been erected at the private expense of the Mercara Talook Subédar, Kariappa, as originally undertaken by him ; thus completing the range of premises to be attached to the Central School.

12. The boarding houses are now both sufficiently furnished and ready for occupation. A beginning once made, the original scheme may be gradually carried out. No one likes to be first to send his children, and the mothers are full of anxiety lest they should not be properly fed

and cared for. The opening of the Normal School appears to afford a suitable opportunity for commencing the boys' boarding house. The students will have to live for sometime in Mercara, and support themselves on their stipends of Rs. 5 a month. These young men therefore will occupy a part of the boarding house, in order to encourage others to follow. The Superintendent of Coorg also proposes to send in some minors who are wards of Government.

13. The opening of the girls' boarding house will be easier when that for boys has been a little time in operation. But here too a commencement may be made with the minors whom the Superintendent proposes to send in as wards of Government.

14. Mr. Richter who has had charge of this school almost from its commencement has had to proceed to Europe on medical certificate. His zealous labors have often been mentioned in previous reports. Mr. P. Staunton, Head Master of the Normal School in Bangalore, now officiates as Principal of the Central School in Mr. Richter's place.

Statistical Information.

Number of Institutions.	Average Number of Pupils.	Cost charged to—		Total.	Annual Cost of educating each Pupil.	
		Imperial Funds.	Other Sources of Income.		Average Total.	Cost to Government
1	241	7,049	...	7,049	29-3-11	27-9-11

Fees.		Pupils.			
Total Amount realized.	Average per Pupil.	Hindús.	Mahomedans.	Others.	Total.
407-11-0	1-11-1	205	28	15	248

B. Middle Class.

15. There are now four schools of this description in operation. A fifth was sanctioned for Kodlipéte, but as the people withdrew from their engagement and seemed indifferent about it, the school was not commenced.

16. The school at Vírájapéte continues to occupy the first place. It has been ably and diligently conducted throughout the year, and it has proved what it was intended to be, *viz.*, a feeder to the Central School; ten boys having been transferred to that institution. The new school house has been completed, and is used by the English classes; the Kanarese scholars remaining in the adjoining old house. There are many Mahomedan youths in Vírájapéte, and it has been determined to open a Hindustáni branch in connection with the school. The Inspector pronounces the school to be in a very encouraging state.

Vírájapéte.

17. This school was designed for the whole of Kiggatnád, and already contains 48 boys who are considered to have made fair progress. The Inspector was much pleased with the results of the examination, especially in geography, arithmetic and translation. A new school house was promised by the people, but as they have failed to build one, it has been decided to have the new building in the rising town of Ponnapéte, also in Kiggatnád, and equally central.

Kudikeré.

18. This school has made progress since the last inspection. The first section answered questions in geography very readily. Their knowledge of arithmetic was imperfect. They read fairly, but were careless in translating. The Kanarese school which was conducted under General Fraser's endowment, and lately closed, is again to be opened, and a Hindustáni branch will also be commenced, the whole being under the supervision of the Head Master of the Anglo-vernacular school.

Fraserpéte.

19. Napoklu is in Padinálknád; the school has only been in operation a short time, but promises to be a great success. The people readily assisted in building a new school house, 70 feet long and 20 broad, which will accommodate the large Kanarese school with its 108 pupils, and yet have ample space for the Anglo-vernacular classes. The great interest felt in education in this talook of Padinálk, is mainly owing to the influence of the Subédar, who contributed a month's pay to the erection of the school house, and has heartily labored to promote the instruction of all classes.

20. At this station which has been nominated for the fifth Anglo-vernacular school, the Inspector very recently had some conversation with the principal shettís convened for the purpose. They appeared willing to have the proposed school and ready to contribute what they considered a fair share towards the erection of a building for it A list was handed in of Rs. 170 subscribed some time ago, which they offered to pay down at once, and to make it up to 200. The Inspector recommends that Government should make an equivalent grant, as that would furnish funds sufficient for the erection of a suitable school house.

Kodlipéte.

Statistical Information.

Number of Institutions.	Average Number of Pupils.	Cost charged to—		Total.	Annual Cost of educating each Pupil.	
		Imperial Funds.	Other sources of Income.		Average Total.	Cost to Government.
4	170	1,565	...	1,565	9-3-4	9-3-4

Fees.		Pupils.			
Total Amount realized.	Average per Pupil.	Hindús.	Mahomedans.	Others.	Total
...	...	173	3	3	179

C. Lower Class.

21. The number of primary Kanarese schools is the same as last year, *viz.*, 27. But Government have sanctioned their being increased to 84; and additional schools will be opened as fast as certificated teachers are obtainable from the Normal School.

Number of Schools.

22. The number of scholars attending the 27 schools now in operation is 1512. Of these 1,165 are Coorgs, and amongst them 113 girls. Classified according to the occupation of their parents 156 are the children of officials, 1,316 of ryots, and 40 of others.

Number of Scholars

23. The following table exhibits the number of these elementary schools and of pupils, as spread over the six talooks into which Coorg is divided.

Talook.	No. of Schools.	No. of Boys.	No. of Girls.	Total.	No. of Náds.
1. Mercara ...	2	91	3	94	5
2. Padinálknád ...	6	379	33	412	5
3. Yedanálknád ...	9	488	63	551	3
4. Kiggatnád ...	6	234	7	241	4
5. Yélusávirasíme ...	2	85	2	87	4
6. Nanjarájapatna ...	2	122	5	127	3
Total.....	27	1,399	113	1,512	24

Lessons.

24. The course of instruction in all these schools is as follows:—Reading the First, Second and Third Books of lessons, containing a variety of useful information on common subjects; and the minor anthology of Kanarese poetry, which the scholars learn by heart. Arithmetic, the four simple and compound rules, with the current weights and measures, and the usual tables of the four elementary operations. Writing from dictation and copy writing, and reading manuscript papers: Geography and History of Coorg and of India, the Map of the World, and composition of business letters. All the pupils supply themselves with the needful books and school materials.

Inspection.

25. All the schools have been regularly visited by the Sub-Deputy Inspector who has done his work remarkably well; many of them have been inspected by Mr. Richter, and several of them by Mr. Rice, Inspector of the First Circle, Mysore. The latter states in reference to the school at Karada, in the Padinálknád, that it contains 100 pupils, and is one of the most advanced of the Kanarese schools. "I was much pleased with the intelligence of the boys. One of them recited the little piece in Kanarese by Mr. Graeter, called 'I am a son of the highlands' with excellent effect I heard this piece at every school, but no where else was the style of recitation deserving of criticism."

26. The periodical conferences with the teachers have been regularly held and well attended. Arrangements have been made for their continuance during Mr. Richter's absence.

Conferences.

27. By the location of some of the nád cutcherries in the travellers' bungalows that were no longer required, five houses became available for schools, and were transferred to the Educational Department. Three of them have been occupied, and the other two will shortly be made use of. All the nád school houses are kept in repair by the ryots, and consequently no schooling fees are levied from the scholars.

Statistical Information.

Number of Institutions.	Average number of Pupils.	Cost charged to—		Total.	Annual cost of educating each Pupil.	
		Imperial Funds.	Other sources of Income.		Average Total.	Cost to Government.
27	1,345	4,510	- ...	4,510	3-5-8	3-5-8

Fees.		Pupils.			
Total Amount realized.	Average per Pupil.	Hindús.	Mahomedans.	Others.	Total.
...	...	1,501	11	...	1,512

D. Female Schools.

28. There are 130 girls attending the various boys' schools in Coorg, *viz.*, 17 in the Central School, and 113 in the nád schools. There are 31 girls in the aided schools, making a total of 161 receiving instruction. The girls' boarding house as already stated, is now completed and furnished, and will very shortly be occupied.

E. Normal School.

29. This institution has now been placed under the charge of Mr. Rámabhadraiya, the Kanarese Training Master for several years in the

General Normal School at Bangalore. An assistant will be appointed as soon as the number of students renders it necessary. The masters of indigenous schools who wish to be trained and instructed will be admitted to the class, and taken through the prescribed course. It is anticipated that when the objects of the Normal School are more generally known there will be no lack of applications for admission.

V. PRIVATE INSTITUTIONS UNDER GOVERNMENT INSPECTION.

30. As reported last year there are only three grant-in-aid schools in Coorg. The German Mission School at Anandapúr was twice inspected during the year, when both boys and girls passed a creditable examination in all the elementary subjects taught in the nád schools, besides singing, in which they were proficient. The girls have been taught useful needle-work very successfully.

Anandapúr.

31. The frequent change of masters and of books, and the irregular attendance of the elder boys through sickness and from other causes, have prevented that steady progress that was anticipated at the close of last year. The attainments of the elder boys are slight considering the length of time they have been in the school; the physical and intellectual condition of some seems to be defective. The younger classes are far more promising. The Kanarese Department is in a very fair state.

Virájapéte Boys 'School.

32. The girls' school has been frequently interrupted by the ill-health of the native mistress, whose qualifications as a teacher have been so often mentioned. It is to be regretted that arrangements could not be made for conducting the school throughout the year; but the Roman Catholic Mission to which the school belongs, has had no funds for meeting emergencies of this description, and supplying the place of a teacher temporarily laid aside by sickness.

Virájapéte Girls' School.

PRIVATE UNAIDED SCHOOLS.

33. Upon careful inquiry Mr. Richter has found the number of private unaided schools to be 28, with 403 children attending, who pay

fees varying from 4 annas to 8 annas per month for their instruction. But from the uncertain character of the support given to them these schools fluctuate very much, and it is hoped that many of the masters will become candidates for the Normal School.

VI. SCHOLARSHIPS.

34. There are no scholarships in Coorg. With four Anglo-vernacular schools in operation, all designed to be feeders to the Central School in Mercara, which has a good boarding house attached to it, a few scholarships would enable selected but poor students to remain under tuition for a longer period.

VII. EMPLOYMENT OF STUDENTS IN THE PUBLIC SERVICE.

35. The students of the Central School have supplied all or nearly all the officials employed in the public service. Some of the youths who had passed creditably through the school were engaged for a time as teachers, but sooner or later have been drawn to other departments presenting greater attractions, both as to pay and promotion.

VIII. ENGLISH LANGUAGE IN INDIAN EDUCATION.

36. Vernacular education in Coorg is at present of an elementary character, all the higher instruction is conveyed through the medium of English. As remarked in previous reports the best means of spreading education through the Province are to promote the knowledge of Kanarese amongst the great body of the population, and encourage a thorough study of English amongst those whose circumstances afford time and funds for the purpose.

IX. BOOK DEPARTMENT.

37. The Mysore Book Department supplies the books required in the schools of Coorg. The sales last year amounted to Rs. 410.

I have the honor to be

Sir,

Your most obedient Servant,

J. GARRETT,

Director of Public Instruction.

COORG EDUCATIONAL DEPARTMENT,
MERCARA, *dated 15th March* 1872.

To

The Director of Public Instruction, Mysore and Coorg.

SIR,

1. Before proceeding on sick-certificate to Europe, I have the honor to submit my "Annual Report" on the educational operations in Coorg, comprising the Central School, the Anglo-vernacular Schools, the Kanarese Nád Schools, the Aided Schools and the Private Schools.

A. THE MERCARA CENTRAL SCHOOL.

2. In order to establish a corresponding close of the curriculum of instruction at the Central School with that of the higher institutions in Mysore, the calendar not the official year determines its extent, and the period now under report comprises also the first quarter of the new course of studies. At the end of December 1871 the school closed with 236 pupils on the rolls; some of these left the school, but to-day the number enrolled amounts to 248 pupils, of whom 144 are Coorgs, 18 Brahmans, 28 Musalmáns, 43 Hindús of various castes and 15 Christians.

3. The Central School, though in its aim of a more exclusive character, comprises for the sake of convenience and economy two vernacular, two Anglo-vernacular, besides the three English classes for higher instruction which at some future time will constitute the Central School proper. Whilst there is room in the Central School, no separate establishments for the subsidiary schools in Mercara need be entertained, but the present local wants demand this sub-division of junior classes.

4. Beginning with the lowest, or *Hindustáni class*, which numbered 28 in December or 5 more than at present, its status has somewhat improved; the boys have been more regular and the prescribed books have been in use. The head boy, who is the son of the teacher, derives apparently the greatest benefit from his father's instruction. He is an intelligent lad.

5. The *Kanarese Class*, which after the promotion of the first section in December has, by the influx of new comers, maintained its number of 46 pupils, has, through the substitution of a Coorg for its Brahman teacher, who for sometime acted as Normal Teacher and then resigned his post, not maintained its position of last year. It is, however, expected that, with the establishment of a superior Normal School, a beneficial influence will be exerted upon the Kanarese school by model lessons given to the class by the Head Master. In this class there are 6 Coorg girls who get on well with the boys. The progress in elementary knowledge of the same standard as that in the nád schools has on the whole been satisfactory, but there is a want of readiness in answering questions.

6. The *Fifth Class*, or lower section of the Anglo-vernacular school, was established with the beginning of the official year, the number of pupils being too large for one teacher. The new teacher, Mr. Srínivásaiya from Mysore, though without previous training, has entered upon his duties with zeal, and as a beginner given satisfaction. The class, which in April numbered 42, has now 67 pupils on its rolls after the promotion of 9 boys. On my examining the class in November I was pleased with the general result.

7. *The Fourth Class* rose from 26 in April to 44 in December, which number it nearly (42) maintained, including 2 Coorg and 1 Portugese girls. The examination gave a very satisfactory result, and 10 boys were promoted to the third class. The teacher, B. Dévaiya, son of the late Head Sheristadar B. Nanchappa, is zealous in his duties, he loves his work and has a spirited manner in his teaching, he maintains a strict discipline without harshness, and his class is altogether in a satisfactory condition. It is of importance, not only to secure a Coorg teacher of good family for the Central School, but finding him also worthily filling his post.

8. *The Third Class* had the advantage of a new teacher, Mr. Srínivásaiya, a Brahman and F. A. from the High School at Bangalore. He had some experience in teaching and in his own and the two higher classes he has worked well, though his pupils were not so successful in their examination as might have been expected. The class numbered 29

pupils in December, and now, after the promotion of the first section of 18 boys and a new addition from the fourth class and from the Anglo-vernacular school at Vírajapéte, it shews 31 boys on the register. The subjects taught in this class and in the other classes will be seen from the annexed time table of the Central School.

9. *The Second Class* continued under the instruction of Mr. Alfred Dunning who had taken charge of it on the 5th August 1870. It numbered in December 1871 23 pupils, one girl included, and now after its re-arrangement the new second class contains 23 boys and one girl. Mr. Dunning has striven to do his duty in his lessons and also on the cricket ground; but I could wish to see a more hearty devotion to his calling by his steady self improvement. It is to be regretted, that he has not yet passed even the Matriculation examination. The notes which his class obtained on my examining it in October are the following:—"Sullivan's Spelling Superseded":—first half of the class "pretty good;" second half "very unsatisfactory." *Poetry*, "The Village Black Smith" Reading "good;" understanding, "pretty good." Some boys have acquired the bad habit of misapplying the "h." "*Manual of Conduct*:—on the whole satisfactory. "*English Grammar*"—unsatisfactory. "*English Composition*," the simple and enlarged sentence, very unsatisfactory. *Ancient History*, Philip of Macedon and Alexander;—very poor answers, the subject matter undigested, a mere mechanical operation of the memory. *Modern History*, the age of discovery in the 15th century, the lines of English kings and Alfred the Great in particular:—on the whole very unsatisfactory, neither are the facts well remembered nor their connection properly understood. *Euclid*, I Book, 41 propositions:—Only a few boys have learnt the propositions correctly, but none seems to have a free command over what he has learnt. Their knowledge is neither intelligent nor precise. *Arithmetic*:—The two sections, though they know mechanically some operations in vulgar and decimal fractions, have no clear understanding of what they do. There is a want of method in their mode of proceeding. I acknowledge, however, with pleasure and satisfaction, that after their evident failure in a searching examination of two days' duration, the class with their teacher made strenuous exertions to improve and gained afterwards the approbation of Mr. Rice, the Inspector of the First Circle.

10. *The First Class*, chiefly under the instruction of the Principal numbered only five lads in December, but after their dismissal and the formation of a new class the number rose to 14 boys and one girl, and henceforth the class will always be large. In accordance with the wishes of the Supreme Government, His Excellency in Council concurring in the remarks of the Chief Commissioner's review on the report on education in Coorg " and especially in those relating to *the inutility of hurrying on to a University standard*," the course of instruction pursued in the Central School was hitherto more of a practical and educational character. An attempt, however, has been made, since January 1871, to read the Matriculation text book and to study the collateral subjects required for the entrance examination in addition to Lardner's "Natural Philosophy," Oliver's "Elementary Botany," Mensuration, Map drawing. and singing. The prose-part of the Matriculation text book was carefully gone through and an epitome of the whole written by the class; also the whole of the poetry was studied and the answers to the progressive weekly examination questions shewed a satisfactory result. In geometry taught by the Principal the class absolved three books of Euclid and the Mensuration of polygons, the circle and of the regular solids. In algebra the class went as far as equations inclusive, in arithmetic they nearly finished the second half of B. Smith's text book. The mathematical lessons were given by the second Assistant, Srínivásaiya, F. A., who was recommended by the Principal of the Bangalore High-School as a fair mathematician. In natural philosophy a cursory study, asserted by diagrams, about the properties of matter, mechanics, statics, dynamics, air, sound and light, was pursued. In botany the structure of plants with the use of the microscope and their classification was the subject of our lessons. Map drawing was a task of pleasure, and both the first and second class boys produced some creditable maps. Singing is a cherished general lesson of the three highest classes.

Two of the first class boys proceeded to the Bangalore High School to prosecute their studies, and the 1st boy, K. Mádaiya, is already well advanced in the Matriculation class. Stimulated by their example, two other Coorg boys from the second class followed them to Bangalore, and it will be interesting to hear of their progress, but it can hardly be desirable, that other boys than those who have *passed* through the Central School

should leave their homes before they have attained an age of moral firmness and discretion.

The present first class having been formed in January 1872, will pursue a simpler course of studies, but I hope after my return to find them well prepared for more advanced lessons.

11. It has been deemed essential to the well being of the school to assign, whilst charging each teacher with a particular class, special lessons to the first three Assistants in different classes, which arrangement admits also of the Principal giving lessons in every class. The young teachers are thus stimulated to greater exertions when teaching in a higher class, and the junior classes have the advantage of the instruction of the more experienced teachers.

12. From the singing lessons none of the pupils of the three upper classes is exempted ; though not all do sing, all have to learn the words of the English and Kanarese songs, sounds and hymns, and upwards of 50 pieces have been practised. The Principal not being able to attend to gymnastics during the past year, Mr. Dunning introduced cricket which is occasionally played by the elder boys.

13. " A Mutual Improvement Club " had been formed of the elder school boys by Mr. Dunning, but perceiving that in its working it did more harm than good, I brought it to a close.

14. With a larger attendance of the Central School, the school fees considerably increased and amounted to Rs. 407—11—0, or Rs. 145—11—0, more than last year.

15. *The Girl School* remained under Mrs. Richter's voluntary care and increased to 18 girls. As in the previous year they joined the suitable lessons of the boys in the various classes of the Central School, and assembled for needle work two hours in the afternoon in the new school-house. Their progress in stitching, knitting, crochet and Berlin-wool-work besides their own peculiar Coorg embroidery, specimens of all which kinds of work were exhibited at the last Public Examination, evoked general approbation. The two girls who study now in the first and second class are the daughters of my late Assistant Mr. Kamsika, who died some years ago. They keep well up with the boys and their conduct and progress are very satisfactory.

16. The girls' boarding school-house is now finished, and I transcribe with pleasure as a record in his honor the donor's dedication and my reply :—

"To—The Rev. G. Richter."

SIR,—I have the pleasure to inform you of the completion of the girls' school buildings which I now present to Her Majesty's Government, for the sole purpose of my country's good, and would earnestly hope, that my efforts to meet a great want of my country women will be supplemented by our liberal Government in the appointment of an efficient European school mistress. All I ask in return for my trouble and large outlay in the construction of the buildings referred to above is, that on the score of economy no underpaid school mistress should be employed, as it is my firm belief that no educated lady is likely to come up here on the small salary which is, I believe, provided in the Budget. I humbly trust that I may be pardoned for what I have stated as my opinion regarding the appointment of a school-mistress.

Mercara, 19th July 1871.

I have, &c,
KOLAVANDRA KARIAPPA.

To K. Karriappa, Esq.,
Subédar, Mercara Talook.

SIR,—In reply to your letter of the 19th July in which you convey the transfer to Her Majesty's Government in India of the girls' boarding house erected by you at Mercara and at your own expense, "for the sole purpose of your country's good," it gives me great pleasure to accept in the name of Government your generous gift and to express to you my best thanks.

Having been foremost amongst your countrymen, not only in acquiring knowledge yourself, but also in encouraging by word and deed the general educational movement in Coorg, you have crowned your benevolent efforts by giving so practical a help to the instruction of the daughters of your country in the boarding house now erected by you. May complete success of the scheme, which will most surely affect the social welfare of Coorg, be your proudest reward, and may your own "House" derive the largest benefit from female education!

I fully approve of your suggestion regarding the appointment of a school-mistress on a liberal salary, and shall with pleasure recommend it to the notice of Government on forwarding your letter together with a copy of this to the Director of Public Instruction for the information of Government.

CENTRAL SCHOOL,
20th *July* 1871.

I have, &c.,
G. RICHTER,
Principal.

17. The deplorable fact, that neither the boys' nor the girls' boarding house has yet been utilized, is owing to the want of funds, the original proposition of raising them having been disallowed by Government. An educational cess has, however, now been sanctioned, and with its proceeds the boarding house scheme may be carried out. Thirty iron bed steads are provided for the girls, and as many wooden camp bed steads with chamkánas or cotton blankets for the boys to commence with. Enquiries for a suitable school-mistress have proved unsuccessful; but the Chief Commissioner gave his assent to our bringing out from Germany a well qualified person, if it can be done without incurring much expense.

18. In connection with the Central—*the Normal School* may be mentioned, as it formed part of it, and was conducted within its walls by a Brahman teacher of the Central School. Within the official year two promotions of pupil teachers were trained and employed to fill up vacancies. The instruction given was of an elementary character, and the students remained only for six and five months respectively. With the Director's sanction they received whilst in Mércara monthly stipends of Rs. 3 from certain savings, which are separately accounted for. After the examination of the second promotion of five young men in January, the officiating normal teacher was discharged and in anticipation of the appointment of a superior Master in April, no new pupils were called together, since a regular provision could meanwhile not be made. Upon enquiry the names of twelve young men from 16 to 19 years' old from the different District Schools have been given as likely to become normal students. On the establishment of a new Normal School of a superior character, it is hoped that the vernacular teachers now engaged may at

least for some months also enjoy the advantages of the higher and more thorough instruction which will be given to future school-masters.

19. On the return of the boys from their Huttar's holidays in December, the Inspector of the I Circle visited the Central School. In the beginning of January the Chief Commissioner kindly presided at the anniversary of the school which was attended by a large number of ladies and gentlemen of the station, besides Mrs. Meade and Colonel Puckle, Secretary to the Chief Commissioner. A short address of the Principal—given in the Appendix—, several songs and recitations, distribution of prizes, and a speech by the Chief Commissioner formed the proceedings of the afternoon. For the bestowal of school prizes there is a prize-fund amounting to Rs. 300, the interest from which together with any donations, and I thankfully acknowledge those from the Chief Commissioner, the Superintendent of Coorg, the Native Assistant and the Mercara Talook Subédar, are to provide the prizes. Hitherto no Government grant was solicited for the purpose.

20. The green house in the school compound kept for rearing cinchona-seedlings for the Government cinchona garden and for distribution amongst the Coorg ryots, afforded practical instruction to the elder boys in propagating this and other useful plants.

B. Anglo-vernacular Schools.

21. In addition to the three existing Anglo-vernacular schools, a new one was opened in Padinálknád. A fifth sanctioned for Kodlipéte could not be opened on account of the indifference of the people; the house, reported last year as "available free of rent," was rented as a store by some merchant, and the owner does not wish to give it up unless the same rent is paid by Government. The people are unwilling to exert themselves in building a new house and expect every thing from Government.

22. *The Anglo-vernacular School at Virájapéte*, was up to the end of August in charge of P. Aiyenna, when, on his promotion to "Sub-Deputy Inspector of vernacular schools," H. Mallappa succeeded him. Under both masters the school has been ably and diligently conducted, and the several examinations held by me proved satisfactory. Ten boys have

again been promoted to the Central School in January 1872. The course of studies in this and the other Anglo-vernacular schools is the same as that in the lower classes of the Central School, for the third class of which the pupils are prepared.

23. The new school house having been completed, the English class occupies it, and the Kanarese school is kept in the adjoining old house. Since this arrangement the Kanarese school is separately accounted for as a vernacular nád school. It numbers 62 pupils and the English school 67, exclusive of the 10 boys promoted to Mercara. This school, being an important one, in the heart of the Coorg population, and well attended by Coorgs only, should be improved by the appointment of an additional and superior master on a pay of perhaps Rs. 50 per mensem.

24. *The Anglo-vernacular School at Hudikere*, in Kiggatnád, which was opened in May 1870, numbers, without the purely Kanarese school kept in the same locality, 48 boys, who are instructed by the Coorg teacher Máchaiya. He is diligent in his work and his boys are well advanced, but owing to his distant home and the separation from his family, he is anxious to leave the place. A new school-house was to be built in Hudikere, but the ryots did not keep their promise and the Subédar does not seem to have troubled himself much about it. It has now been decided to establish the English school at Ponnapéte, a rising town in Kiggatnád and both central and accessible; the Kanarese school will remain in the old locality.

25. *The Anglo-vernacular School at Fraserpéte*, kept in a commodious and well furnished building, is not so much appreciated by the people as it deserved. The teacher accounts for it by saying, that the original petition of the towns people for the establishment of the school was got up by a few wealthy merchants and the talook officials in their own interest, and that they compelled others to sign their names who really did not care for the school and therefore did not send their children. In my conference with the town head-men they denied this statement and blamed the teacher for irregularity of attendance; but their expectations on this point were unreasonable and the teacher's statement appears to be correct. There are no Coorgs residing in Fraserpéte. The thirty boys on the rolls make up the whole number of children under Government instruction at Fraserpéte, as there is no separate Kanarese school.

26. *The Anglo-vernacular School at Napoklu* in Padinálknád was opened in February 1872, by the Brahman teacher, Rámappa, who passed with credit through the Central School. He is a native of that place, and his appointment caused great satisfaction amongst the people, and they readily assisted in building a new school-house, 70 feet long by 20 feet broad, which will accommodate also the Kanarese school, and contain a separate room for the Inspector. The number of scholars, 28, is as yet small, if compared with that of the Kanarese school, 108; but to check an unprofitable rush of little boys to the English school, it has been ruled, that only those boys should be admitted who passed a satisfactory examination in elementary Kanarese knowledge. I testify here with pleasure to the Subédar P. Appaiya's zealous interest in education in his talook. It is chiefly owing to his exertions, that the new school-house is being built, towards which he himself and his subordinates are contributing one month's pay. Where so much depends on official countenance and support, the Subédar's conduct is highly praiseworthy, and I could wish that other native officials would follow his example. The Government building grant of Rs. 250 will form but a small portion of the whole expenditure, as the school-house will be a substantial structure.

27. Regarding the supervision and inspection of these Anglo-vernacular schools, though nominally not under my immediate charge, they are all, as the Director in his last year's report justly remarked, "in various ways making frequent demands on my attention;" a fact easily accounted for, if it is considered, that these schools have been established by me, that all the teachers except one are my former pupils, and that on inspecting the vernacular schools my way leads me of necessity to these Anglo-vernacular schools, and I cannot help inspecting them, though it has not been deemed proper to assign them also *nominally* to my care.

C. Elementary Kanarese Schools.

28. Having separated the purely Kanarese classes in the Anglo-vernacular schools and constituted them as distinct nád schools, there are now 27 such elementary nád-schools spread over the Province, with a total attendance of 1,512 pupils and an average daily attendance of 964. Of the whole number of 1,512 pupils, 1,165 are Coorgs, and amongst them 113 girls. Classified according to the occupation of their parents 156 are the children of officials, 1,316 of ryots and 40 of others.

29. The following table exhibits the number of elementary school and of pupils divided over the six talooks into which Coorg is divided :—

Talook.	No.of Schools.	No. of Boys.	No. of Girls.	Total No.	No. of Náds.
1. Mercara	2	91	3	94	5
2. Padinálknád ...	6	379	33	412	5
3. Yedanálknád ...	9	488	63	551	3
4. Kiggatnád... ..	6	234	7	241	4
5. Yélusávirasíme ...	2	85	2	87	4
6. Nanjarájapatna ...	2	122	5	127	3
Total.....	27	1,399	113	1,512	24

30. The course of instruction in all these schools remained the same as last year, and comprises the following subjects :—*Reading* of the I, II, and III Book of lessons and the minor anthology of Kanarese poetry, which the scholars learn by heart ; *arithmetic*—the four simple and compound rules with the current weights and measures and the usual tables of the four elementary operations ; *writing* from dictation and copy writing and reading manuscript papers ; *geography* and *history* of Coorg and of India, the map of the World, and *composition* of business letters. This course of instruction is popular with the Coorgs, the Lingáyets in North Coorg, however, would prefer their own way of learning by rote their favorite authors. All the pupils supply themselves with the needful books and school materials, procurable at the Government Branch Depôt at Mercara.

31. The appointment of a Sub-Deputy Inspector of Vernacular Schools has proved to me a great assistance. Mr. Palekanda Aiyanna, of a respectable Coorg house, passed with much credit through the Central School, and whilst employed as master of the Anglo-vernacular school at Vírájapéte gave me great satisfaction by his quiet, conscientious and efficient discharge of his duties. On his being relieved in September I prepared him at Mercara for his new work, and then on three tours of inspection I practically introduced him to his new duties to which he has since devoted himself with zeal and success. I have full confidence, that during my temporary absence, with the arrangements made, the supervision of the nád schools will be ably conducted by him.

32. The schools in Yélusávirasíme talook are behind the rest, both in regular attendance and acquirements, the people there being apparently very indifferent to the education Government offers. In Gadinád at Takeri a new school was established which already numbers 90 scholars, and the people expressed to me their great satisfaction. Their next ambition is the establishment of an Anglo-vernacular school, and I think it would be there more appreciated than at Kodlipéte. Another new school was opened at Biligunda in the locality of the old Nád Cutcherry, and its attendance, including a goodly number of girls, is very satisfactory.

33. The progress in all the schools, judged by my own inspection and the reports of my Sub-Deputy who made twice the round, is on the whole satisfactory; the teachers have worked steadily and contentedly, and the state of health of masters and pupils was good. The schools at Napoklu and Karada deserve particular mention for efficiency. Both contain a number of girls who rise with the boys in diligence, and who are very fond of reciting select pieces of Kanarese poetry.

34. The *Conferences* with all the teachers were well attended, the last on the 1st and 2nd of March. Steps have been taken, that the same should be continued also during my absence, when the new Normal Master together with my Sub-Deputy will attend to the teachers' improvement and wants.

35. By the location of some of the Nád Cutcherries in the abandoned travellers' bungalows, five houses became available for schools, and were transferred to the Educational Department. Three of them, at Kántamúrnád, Amatnád and Betiethnád have been occupied, and the other two will be shortly made use of. All the nád school-houses are kept in repair by the ryots and consequently no schooling fees are demanded.

36. An *educational cess* having been sanctioned by the Supreme Government, arrangements will be made for the extension of primary education in Coorg, and the first step will be the training of masters in the Normal School.

D. Aided Schools.

37. The same number of grant-in-aid schools as last year has been maintained, *viz.*, the Roman Catholic Anglo-vernacular, and girls' school at Vírájapéte and the German Mission school at Anandapúra in

Ammatnád. The first school receives Rs. 10 per mensem, the second should have received Rs. 5, but by an oversight the grant was stopped, and the third gets Rs. 6. Having inspected these institutions several times during the past year, I regret I cannot speak very favorably of the first school. The frequent change of masters and of books and the irregular attendance of the elder boys through sickness and from other causes prevent a steady progress. The attainments of the elder boys are slight considering the length of their stay at school, but, as already stated, the physical and intellectual condition of some is defective. The middle class is more promising, and it has made a good start in English reading. The attainments of the Kanarese section are fair except in arithmetic, which should be better attended to. The number on the rolls is 64 with an average attendance of 42, but the greater portion belong to the Kanarese Department, consisting chiefly of little boys. There are three teachers engaged : an European and two natives, the former being a member of a religious brotherhood. If the school were in better working order, I should gladly recommend an increase of the grant to Rs. 15 per mensem.

38. *The Girls' School* on the same premises was frequently interrupted on account of the ill health of the native mistress, about whom I had the pleasure of reporting so satisfactorily on former occasions. The number of girls, of an age from 6 to 14 years, attending during the year, was varying. I regret I could not see the school, when inspecting the other institution, on account of the mistress' sickness, but I hope that the grant of Rs. 5 per mensem will be accorded to the school during the ensuing year.

39. *The German Mission School* at Anandapúr was twice inspected by me, the last time in February, when it numbered 16 boys and 15 girls who passed a satisfactory examination in all the elementary subjects taught in the nád schools, besides singing in which they are proficient.

In Mrs. Wenger, who died in Mercara, the pupils lost a very kind friend who had taken a deep interest in the school, Mrs. Kaundinyah, however, has taken her place, and the useful needle-work which the girls made under her care and direction was very creditable to teacher and children. I hope that the grant of Rs. 5, applied for on account of the girls' school, will be assigned to it.

E. Unaided Private Schools.

40. Upon careful enquiry I found the number of unaided private schools to be 28 with 493 children attending, who pay from As. 4 to 8 per month for their instruction, but as formerly remarked these schools are not of a permanent character, partly on account of the unsteadiness of the masters and partly on account of the want of permanent support. It is hoped that many of the private teachers will become candidates for the Normal School. A pleasing fact worthy of record has come to my notice, that one private teacher in Bengúr-gráma in Anjigere-nád, a Coorg, has for the last three years given his time gratuitously to the instruction of the village children!

F. General Result.

41. The total number of children under Government instruction amounts to 1,939 pupils, of whom 131 are girls, of the boys 1,309 are Coorgs; there is an increase of 296 scholars over last year's number, whereas the total expenditure this year is considerably less. With the aided and unaided schools the total number of children under instruction in Coorg amounts to 2,452, of whom 161 are girls; a result which may be deemed satisfactory under present circumstances, and which will shew a favorable percentage on the total number of inhabitants and of Coorgs in particular! Having to report on the past, it is needless to speculate on the future prospects of education in Coorg with the aid of an educational cess; but whilst leaving the work for a time, I carry away with me the conviction of its steady progress, if the aim is not pursued with too much haste and contrary to the wishes of the people.

I have the honor to be

Sir

Your most obedient Servant,

G. RICHTER,

Principal and Inspector of the Coorg Schools.

APPENDIX III

TABULAR STATEMENTS.

1. Government Schools, Higher, Middle and Lower Class.
2. Do. Normal School.
   Do. Girls' School.
   Grant-in-aid Boys' School.
   Do. Girls' School.
3. Abstract of Educational Expenditure.

No. 3.

Abstract of Expenditure of the Educational Department for the Year 1871—72.

Charges.	From Imperial Funds.	From Local Funds	Total Expenditure.
Inspection and its subsidiary charges	1,634 0 0	...	1,634 0 0
INSTRUCTION.			
Government Schools			
General.			
Higher Class	7,049 0 0		7,049 0 0
Middle „	1,565 0 0	...	1,565 0 0
Lower „ (Kanarese)	2,876 1 0	...	2,876 1 0
Female Schools	144 0 0	. .	144 0 0
Special.			
Normal Training School ...	160 0 0	...	160 0 0
Grant-in-aid.			
Lower Class	192 0 0		192 0 0
Total .	13,620 1 0	..	13,620 1 0

Office of the D. P. I. in Coorg,
Bangalore, 25*th June* 1872.

J. GARRETT,
Director of Public Instruction.

APPENDIX IV.

STATISTICAL RETURNS.

STATISTICS OF INSTRUCTION

TABULATED ACCORDING TO THE FORMS PREPARED BY THE

STATISTICAL COMMITTEE.

A. ECCLESIASTICAL.

B. EDUCATIONAL.

IV.

STATISTICS OF INSTRUCTION.

A.

ECCLESIASTICAL.

Return of Religious Institutions of Various Denominations in the Province of Coorg for the year 1871—72.

		Number of Churches or Institutions.	Number of Ministers or Priests.	Number of Persons attending Worship.	INCOME.			From Fees and Offerings.	Explanatory Remarks.
					Paid by Government.	From endowed Property.			
						In Land.	In Money.		
CHRISTIANS.	Roman Catholic	3	2	1,561	*240	...	...	.	*Per annum paid to Priest, Virájendrapéte. The income from offerings, &c. is paid to the relief of the poor as received.
	Church of England	1	1	35	7,200	...	...	..	
	Church of Scotland ...								
	Protestant Dissenters ...								
	Basel Evangelical Missionary Society	2	3	125	...	...	...	45	
	Greeks								
	Armenians .								
	Unitarians								
	Hindús	1,336	624	92,580	13,883-15-2	9,321-4-3	998-5 0	5,767-7-7	
	Mahomedans . .	13	13	2,285	. .	36-8-0	8-0-0	335-0-0	
	Budhist or Jain	3	2	25	...	61-15-8	...	...	
	Total .	1,358	645	96,611	21,823-15-2	9,419-9-11	1,006-5-0	6,147-7-7	

OFFICE OF THE D. P. I.
BANGALORE, 25*th June* 1872.

J. GARRETT,
Director of Public Instruction.

IV.
STATISTICS OF INSTRUCTION.
B.
2.—EDUCATION.

General Statement of Educational Institutions in the Province of Coorg for the year 1871—72.

	Government Institutions.													Private Institutions aided and unaided.															
					Teachers.		Income.			No. of Persons instructed in—				Class.						Income.			No. of Persons instructed in—					
	Number.	Number of Students on the Roll.	Average Attendance daily.	Average Age.	Christian.	Others.	Public Funds.	Fees.	Total.	English.	Vernacular.	General.	General.	Hindu.	Mahomedan	Christian.	Total.	Average Attendance daily.	From Endowments.	From Fees.	From Government Grant.	English.	Vernacular.	General.	Grand Total of Schools.	Grand Total of Average Attendance.	Proportion of Attendance to Population.
COLLEGES—																												
Arts	..	...	...	...	...	...	...	..	.	...	...	...	...	...	...	...	...	...	...	...	..	...	...	...	...	...	
Professional.	..	...	...	..	...	...	..	..	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
SCHOOLS—																											
Higher	...	1	248	197	15	2	5	7,049	407-11-0	7,456	179	225	...	...	...	...	..	...	...	...	...	...	...	...	1	197	
Middle	...	4	179	127	14	..	4	1,565	...	1,565	179	179	...	...	..	...	..	...	...	...	...	...	...	...	4	127	
Lower	...	27	1,512	964	13	...	31	4,510	..	4,510	...	1,512	...	...	23	5	2	30	600	...	217	192	25	495	...	57	1,564	
GIRLS' SCHOOLS—																												
Higher	.	...	...	...	...	...	...	...	...	..	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...		
Middle	..	...	...	...	..	..	..	...	.	...	..	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...		
Lower	..	1	18	10	10	1	.	144	..	144	10	8	...	...	...	...	2	2	35	...	67	...	...	44	...	3	25	
NORMAL SCHOOLS—																												
For Masters		1	5	5	17	...	1	160	..	160	...	5	...	...	...	...	...	...	...	...	...	...	...	5	...	1	5	
For Mistresses	...	...	...	...	..	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
SPECIAL SCHOOLS	..	...	...	...	..	...	...	..	...	..	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
Total	.	34	1,962	1,303	...	3	41	13,428	407-11-0	13,835	338	1,929	...	..	23	5	4	32	635	...	284	192	25	544	...	66	1,908	1 in 57

OFFICE OF THE DIRECTOR OF PUBLIC INSTRUCTION,
BANGALORE, 25*th June* 1872.

J. GARRETT,
Director of Public Instruction.